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# ILLINOIS TEACHER OF HOME ECONOMICS

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THE DECADE AHEAD: OPPORTUNITIES AND EXPECTATIONS

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## FOREWORD

We believe that our readers will find the two articles on roles of men and the implications for home economics education presented in this issue of the *Illinois Teacher* particularly intriguing. The first, by William M. Smith, Jr., deals with the family roles of modern man. The second article on the role of the man as a citizen and the implications for home economics education was written by C. Benjamin Cox of the Department of Secondary Education, College of Education, University of Illinois. Our readers may be interested to know that Professor Cox's wife is Alice Cox, who teaches the introductory course in home economics education at the University of Illinois.

A forthcoming issue of the *Illinois Teacher* will treat the changing roles of women and the implications for home economics education.

--Hazel Spitze and  
Elizabeth Simpson,  
Editors for this issue.





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THE FAMILY ROLES OF MODERN MAN

William M. Smith, Jr.\*

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and Assistant Director for Family,  
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"What's Wrong with American Men?" "What's Happening to Fathers?"  
"Can a Man Have a Career and a Family, Too?" "Fathers Shouldn't Be  
Mothers"; "Had Enough of the Old Rat Race?"

For about a quarter century the American press, radio, and television have been re-discovering men in the household. At times the discovery has been accompanied with rejoicing at the freedom from old patterns. In other instances there has been concern about the effect of changed patterns on fathers, on mothers, and on their offspring. Sometimes sounding like the placards from a picket line in front of the temple of "Women's Rights," headlines such as those above focus on the males in the family.

But in 1966 over forty-two million households, 72 percent of all households in the United States, included a married man as head with his wife present. And it would be an understatement to assert that men at one time or another had been counted within the remaining family circles. So any youth, male or female, anticipating marriage will do well to assume that a groom is more than an accessory at a wedding. And those who teach about family living or family relationships may safely assume that *both* men and women, and both boys and girls, seek through their family experiences meaningful expressions of need and significant opportunities for life-long growth.

What family roles are being played by men today? What factors influence how individual men assume these roles, which functions they carry out, which they ignore? What difference does their role-taking make to relationships in the family, to the development of other family members (both wife and children), and to their own personal development? This paper will not encompass the answers to all of these questions, but some of the roles which American men are assuming today in families will be examined with such questions in mind.

More references are available on the roles of women than on the roles of men in the family. Some of this has been based on research, some on observation, some on speculation. Therefore it is not easy to

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\* Professor Smith is also current President of the National Council on Family Relations.

state with any degree of definiteness exactly what the roles of men in the family are. Analysis of trends and inferences from studies available provide some clues as well as some questions for further study and discussion.

Gone are the days when parental roles were well-defined or generally agreed upon. What a husband or father, a wife or mother, or a child should do used to be part of the traditions of the culture. There were few choices, therefore little open conflict. Both family members and those outside the family tended to agree on these expectations. Folk sayings supported the prevailing role definitions.

In her book, *The American Family*, Ruth Shonle Cavan writes:

When one role is provided and there is no alternative, when this role is generally approved by society, when the role fits into a pattern and provides satisfactions as well as demands responsibilities, the person to whom the role applies slips into it easily and without a feeling of frustration or of conflict. On the other hand, when choices must be made and especially when, for many of the possible choices, coordinated roles are lacking for other members of society, there is both social confusion and personal anxiety and hostility. The latter statement describes the present condition. The significant feature of the issue regarding roles for husbands and wives is not that the old roles have been destroyed but that up to the present new roles have not evolved that are, first, complementary; second, definite and recognizable by the young men and women; and third, in harmony with new social conditions [5:19].

Today the place of the man in the American family might be pictured as vacillating between the simple authoritarian role and that of complex democratic "participating leadership." In some social classes and community settings authority and responsibility within the family tend to be allocated on the basis of readiness or competence to function rather than on a basis of age or sex or position in the family. "The jobs are done by whoever is there with the time to do them" expresses this position. This distributes the responsibility for decision-making and development of family goals.

Still another change affecting the place of the man in the family is seen in the area of child training or child guidance. The "unlimited freedom" of some thirty-five years ago has given way to recognition in many families of the importance of love and of a need for a "pattern to live by." In 1915 learning had to be painful to be good. Now obedience for the sake of obedience and indoctrination by fear find little favor except in the realm of a benevolent despot. It is more difficult and more complex for a man to learn to love than to punish or to command.

The allocation of economic resources represents another way in which change is occurring. During the forties, and in some communities since then, teen-age sons in part-time employment could earn more than their fathers. Wives and mothers joined the labor force and have continued to join it. There is more than one person in the family who can "bring home the bacon."

Mobility of American families is another factor which operates to alter family roles. New groups introduce new subcultures into communities, with variations in role patterns and breaking down of earlier ethnic or other group support for tradition. Companionship among husbands and wives, shared decision-making, performance of household duties, and level of communication tend to be associated with class status. Moving from place to place forces families to cope with different interpersonal expectations as well as to more visible problems such as housing or employment.

Two additional changes are associated with our urbanized, industrialized society. The family is sometimes described in terms of its rugged independence. "A man's house is his castle" represented the feeling that whatever transpired within the four walls of a house had little relation to the on-going community processes outside. But for many of the jobs which families might have done for themselves a generation or so ago, there is today an increased tendency to turn toward the community or some broader level of government. The central concerns of programs of the "Great Society," such as poverty, neglected children, and the aging, illustrate this trend. Families are interdependent units, interacting with other units in the society. This interdependence affects the roles men take.

Not only in the United States but in developing nations throughout the world, the form of the family has been changing. One of the most marked characteristics or outcomes of the changes just outlined lies in the greater freedom of choice open to family members. Men and women can select mates on the basis of personality factors or mutual preference. They must be more free than were families in the past to select or change residence as business or industrial bureaucracy demands. And their freedom extends further to the working out of compatible role functions as husbands and wives, fathers and mothers--compatible with personality needs and compatible with needs of all family members. In a sense this new freedom places added responsibility on the marital partners. It requires an awareness of the personality needs and values of one's spouse and children as well as a certain self-assessment. It calls for a measure of rationality and objectivity difficult to achieve in the emotion-loaded, tradition-bound relationships of the family.

Against this background of change let us examine what is happening to men in the families of America. Here we must remind ourselves that there is no "typical American family" or representative male in such a group. Differences related to class or community or regional subcultures set limits to generalizations.

What a particular man in a particular family does depends on such factors as: his experiences in his childhood family; the patterns of expectations of his wife, his children, and his neighbors; and his interpretation or perception of these experiences and expectations. Awareness of the operation of such factors increases the possibility that a couple will make more rational decisions about their own relationships.



## The Economic Role

Probably most taken-for-granted of all of men's family roles is that of breadwinner. Many husbands have been judged--or mis-judged--according to the size of the slices of "bacon" they brought home. Because so much of the lives of so many men today are devoted to this function, children are not always certain just what purpose fathers really do serve. A letter to a magazine editor reported children playing house and quickly and readily assuming the roles of children and of mother. But when it was suggested that some boy play the role of father no one volunteered. Finally one young fellow, consenting to take on that assignment, seated himself at some distance from his playmates and sulked. Asked what he was doing, he replied, "I'm the father and I've gone to the office."

There are "styles" in the patterns for men in the family just as there are styles in the world of merchandise. A "basic pattern" includes for the man the responsibility for economic support of his wife and children. But even this pattern lends itself to a wide range of variations, from the family in which the husband-father is the sole breadwinner through those families in which husbands, wives, and children at different ages and stages share the economic function, to those families, few in number, in which men are unable to obtain employment and their wives assume the burden of family support. Examples of the latter have been drawn from communities dependent on a single industry such as mining where shut-downs or changes in production methods throw all men out of work. Quite a different case is that of the student marriage where the wife has full-time employment while her husband completes a degree.

The economic role, or role as breadwinner, is also significant as a major determinant of family status in the community. It may limit contacts or open doors to relationships outside the home. The rhythms, the pressures, the demands of the husband's job are reflected in a family's life style. Eating together or separately, entertaining, social life, and place of residence may show signs of this relationship.

That young woman who believes that "love" can bring enduring happiness without regard to geography or community boundaries needs to take a second look. The life of a family of a fire warden in the Rockies is quite different from that of a commuter from a Chicago suburb, a Long Island horticulturist, or a travelling salesman. Decisions made on the basis of "what's good for the job" may involve sequential decisions about where the family goes, when it goes, and how it adjusts to going.

Some economic roles are more visible to the family than are others. When sons or daughters on the farm or in the small shop at home can see their father at work and share that work with him, they gain not only ideas about the place of men in the scheme of things but also concepts of the meaning of work and the satisfaction or frustration of achievement and failure. Neither of these learnings is related to amount of income; both may be significant in personal development and in family relationships. A child's ideas about the value and use of money also stem from his father's economic role. Is money easy to get or does one work for it? Is the spending of money dictated by the one who earns it, or is it a family resource? For some men no other family roles are compatible with

this one. Most education, vocationally-oriented, stresses the economic role over family and community roles which may be more personally fulfilling.

In more and more families today, as indicated above, this role is shared by the man with other family members. Prospective husbands who are determined that their wives must not be employed outside the home must face the challenge of helping them find other sources of need-satisfaction, such as recognition, achievement, and new experiences.

### The Husband Role

Some students of the family have observed that "every marriage is a mixed marriage." One of the areas in which the "mixture"--of two cultural backgrounds, two childhood family patterns, two value systems--appears early in the family is in working out compatible husband-wife relationships. Each man carries into marriage beliefs about his place in the new relationship and about the corresponding role of his wife. Many couples test out their role compatibility during the dating and engagement period. Others are oblivious to the fact that visible action or interaction represents invisible, under-the-surface feelings, habits, and convictions. The role models learned before marriage, largely in the parental home, may be of this nature and must be brought to light for re-examination in the perspective of the new situation. So, becoming a husband involves developing an awareness of the role expectations of oneself and the other, willingness to try taking the role of the other, and skill in adapting role performances to changing needs.

Through the role of husband a man may become a more competent, more adequate person. This happens in a number of ways. He shows respect for his wife as a person, becoming sensitive to her personality needs and the sources of her frustrations and satisfactions. He learns to "care for" as well as "care about" her so that both become more self-actualizing, more complete personalities. He reflects both respect and care in the sexual relationship, maintaining in this area of living as in others an attitude that the two can learn together.

As a husband, the man is the major source of emotional support for his wife. "Going home to mother" physically or psychologically is not necessary when a husband and wife can work out their own mutually supportive relationships. This involves, for the man, developing a sensitivity to feelings which is generally not encouraged in the world outside the home. In the family relationships it *does* matter whether the man realizes how his wife feels about her daily freedom or confinement, about whether her conversation is limited to a child's vocabulary or broadened by employment or reading, about such concerns as money to spend or save, friends, recreation or religion.

The husband role in the American marriage means providing companionship. This is a major reason why many couples today help one another with household "chores." If the two wash dishes together or clean the apartment together, they have more time to play together or follow some other interest. The conversation and sharing which accompanies the "chores" is

often of greater value than the work accomplished. By the time a man becomes a husband he should be so comfortable with, so confident and accepting of his own "maleness" that he can take on or slough off this or that activity to achieve a deeper, more meaningful marriage relationship. And in the process, as husband, he does not need to feel any less a "man."

In his book *Marriage and Family Interaction* Robert Bell suggests four "theoretical criteria" of successful marriages related to roles:

1. Satisfaction is achieved in one's own marriage role and that of the mate.
2. Each partner in the marriage has some opportunity to express his own personality.
3. Each marriage partner is an important focus of affection for the other.
4. Each partner derives some pleasures and satisfactions from the marriage role relationships [1:272-274].

Such criteria as these, rather than a recipe, may help a man as he seeks to grow in the role of husband. As indicated earlier, forces outside and within the family influence how this role is defined and filled.

The coming of children need not and usually does not signal the termination of a creative husband-wife relationship. A Gallup poll of young mothers reported that 90 percent of them claimed that they loved their husbands more after the arrival of the first child, and over half of them considered their marriage improved. Earlier studies by Burgess and Wallin also supported this viewpoint that children added to marital happiness [3:707].

Psychiatrists and students of child behavior are pretty well agreed that basic to the healthy development of a child is a warm, creative relationship between two present parents. The husband becomes sensitive to the feeling of his wife in those times when, as a mother, she is sure that she is in a hopeless rut confined by fatigue and depression. Then perhaps the major contribution a husband can make is to introduce a different point of view with her and the children at the frayed-out end of the day. Mothers of small children often express how difficult the problem of isolation becomes. The man of the family, as husband, can help his wife maximize the satisfactions of motherhood and at the same time assure her that it need not be an all-consuming or final experience.

In the twentieth century family the husband-wife relationship is subject to most severe strain in the early years of marriage. A second stress period develops when children leave home, especially if the wife-mother has no contacts or meaningful relationships in the community. The man of the family at about this time approaches the zenith of his career. Then he faces the challenge to reconcile occupational demands with the needs of himself and his wife as persons. Opportunities are available in most communities for couples to explore new interests or to participate



in adult education programs. More important in his husband role in the middle years, the man may need to discover time to "be" rather than "do." Even a change in occupation, in housing, or in style of living may be called for to bring the wife and husband back into a new growing relationship for the last quarter of their married life.

### The Role of the Grown-Up Son

This is a role which is seldom examined in studying the place of the man in the family. In the traditional patriarchal family system of the Orient it would have been of considerable importance. But even in America the husband and father in the child-bearing and child-rearing family stages may simultaneously be expected to be a devoted son. Today this role assumes greater significance as more of the population passes the retirement milepost. What is the responsibility of the young husband to his parents who are aging? Does "honor thy father and thy mother" mean supporting them economically? How can resources of the young family be stretched to aid parents of both the husband and the wife? And, as the government increases economic aid, can the needs for acceptance, security, and love on the part of older parents be met without penalizing the same needs of the third generation?

In America problems in relationships with in-laws tend to be an aspect of the feminine pattern. Often the older couple assists the young couple in the early years of marriage and parenthood, both with advice and with financial aid. The young husband can encourage communication and understanding between his mother and his wife, keeping in mind that personality need satisfactions are being changed on both sides of the generational line.

### The Role of the Man as Father

In comparison with the amount of material which has been written about the role of the mother in the family, fatherhood has almost been ignored. Yet the position of the man in the family as father has meaning for his wife, his children, himself, and the society as a whole. Human fatherhood is a social invention. Like shaking hands when meeting or using forks when eating, being a father carries certain social approvals or disapprovals, certain expectations. In some societies the biological and social fathers are separate persons, the latter depending on who is ready for the proper ceremony at the proper time. But our culture expects the father, as the mother, to function biologically, socially, and in a dozen other ways.

When our son was about half past one a neighbor observed that "a man can't really enjoy children until he is a grandfather." Although we continue to take exception to this folk wisdom, as we did at first, we have come to see some of the bases for the statement.

For many young men the potential adventures of fatherhood must compete with demands of the vocational role. The time in the family cycle when children are arriving tends to coincide with the time when father's

jobs demand "moonlighting," extra hours of work, study for job promotions, mobility, and similar adjustments. Some fathers believe that building relationships with children can be postponed. As one brand-new father said, "I really don't know what the baby is like. I'll wait to enjoy him when he can play ball."

The problem for today's father is two-fold: integrating the various role potentials into a pattern that makes sense to him and which contributes to growing relationships; and coordinating roles so that each may be filled with a minimum of inner conflict or disturbance of group interaction. The role of father offers an endless diversity of channels for continuing growth. As long as adults (including fathers) keep an open mind about children, they can grow with them and grow in their enjoyment of them. These relationships between the generations begin at the time of the baby's arrival--or even earlier. Willingness to change diapers, to heat bottles, or to clean up over-burped breakfasts open the door for later relationships. A father who sees his child only when bathed, dried, and fully clothed is missing part of his own growth experience.

A panel of teen-agers was debating whether or not it was worth while to try to develop communication with parents. Those upholding the negative side maintained that "three years (in high school) were not long enough to learn to communicate so it wasn't really worth the trouble."

What they failed to realize was that if parents and children have waited to communicate for 13 years, they certainly have waited too long! Patterns of communication used at this age were established much earlier. In the role of father a man demonstrates not only the quality of caring for and about his children but also his belief in the quality of his marital relationships--relationships which provide the nurture for personal development of both adults and children.

#### Father as Interpreter

For many families it is the father who leaves the house to work each day and who returns at night "a mysterious stranger." Because of this coming and going he has a dual role as interpreter to his children of the world outside, and as interpreter of family values and concerns to the community. Often men are heard speaking up in public gatherings "as a Rotarian" or "in behalf of the churches" or "from a business man's point of view." But seldom does one hear a man making such prefaces to his remarks as: "For the sake of our families..." or "As a father I believe...." In our society families are the burden-bearers, but their needs must be verbalized and effectively presented outside of the home if families are to continue to serve this function.

The second aspect of father's role as interpreter is equally significant. In a time when the social scene changes rapidly and the far corners of the earth with their different peoples, different values, and different ways come into our homes with TV or into our communities via exchange programs or travellers, father's role as interpreter becomes even more important. Through his eyes his children learn what people who are "different from us" look like, think like, or act like. Through father's

interpretations of the world outside the home can come increased understanding or intensified narrowness, depending on either the vision or the prejudice which clarifies or beclouds what the father sees and hears and feels. To the extent that the world of the future depends more upon a general feeling of allegiance to the "family of mankind" rather than to the small nuclear kinship group this interpreter role or function will become more challenging for both parents.

In their book *Fathers Are Parents Too* Constance Foster and Spurgeon English put it this way:

In our distracted and hate-ridden society you will not be able to prevent your children from overhearing unfavorable comments from time to time about people who go to a different church, have a different skin color, or belong to a different race or social class. Fortunately they will probably repeat them in your presence. When they come home with observations they have picked up about minority groups, be quick to point out that from the standpoint of the discriminated against individual, it is they who may appear 'different.' Tell them a child doesn't have to be a rose in order to like roses! Ask them if folks wouldn't be missing a lot if they refused to touch beets just because they are red, or taste string beans because they are green.

It does not do to preach tolerance and then make some thoughtless remark when you are angry that undoes all the value. One father, incensed at a business associate for a piece of skull-duggery, blurted out a bit of name calling which he promptly regretted.

'There!' he admitted ruefully. 'I'm just as ignorant and stupid as all the other people in the world who talk that way. I admit it and I'm ashamed of myself.'

Many well-intentioned people still accept these ideas of tolerance only intellectually, not emotionally. They cannot help it for they were raised in a climate of prejudice and discrimination. But there is a good chance that if you bring your children up differently, the world will make faster progress at achieving friendship and brotherhood.

By fostering respect for the integrity, rights, convictions, beliefs, and contributions of others, you tremendously extend the boundaries of your child's life. In presenting the whole truth instead of leaving him with a partial or distorted picture of minorities, you free him from being the victim of prejudiced opinions.

The avoidance of hypocrisy, sham, and expediency is important, too. Building up ideas of personal superiority through the advantages of belonging to a particular family (genealogy worship!) social class, 'fashionable' church, or 'exclusive' club gives your child a false conception of life and its true values. The 'V.I.P.' and the 'man-of-distinction' standards should not be based on who his ancestors were, what he drinks or wears, how many automobiles he owns, or what exclusive company he keeps.

Unthinkingly a father sometimes advocates selfishness or expediency by commenting on his 'contacts' or the value of



knowing the 'right' man. Children are like blotting paper, soaking up your attitudes even when they are unconscious ones. This takes a bit of soul-searching on your part. Do you honestly know what your true values are about 'getting ahead,' competition, exploitation, and pressing advantages? It will pay you to think them through. For whatever they are, your children will reflect them and come to live by them.

Many otherwise respectable citizens, who are kind to dumb animals, serve on local committees for civic improvement, and speak only good of others, have a slightly shady area in their thinking where they are more or less blind to right and wrong. When a man laughs about pocketing a dollar because the clerk in the cigar store short-changed himself, or sees nothing out of the way about representing a child as younger than he is in order to buy half-fare tickets for him, or boasts about a smart new 'legal' way to evade income tax returns on his business, then he should not be too surprised if his children grow up to be slightly less than honest and aboveboard in their attitudes and dealings with others [6:257-258].

Recent research at the University of Chicago indicates the significance among culturally-deprived children of the mother's attitudes toward the school and education. Here the father may also contribute positive orientation toward the school as a place to learn, toward learning as an important life-long experience, and feelings within the child that "I can learn." The rate of mobility of young families, coupled with the cultural heterogeneity of the urban society, brings added significance to the role of interpreter in the family in the present century.

#### Father as Disciplinarian

In some families father's role as disciplinarian is second only to that of breadwinner. Fortunately for family relationships and even more fortunately for fathers our definitions of both the role and discipline are changing. Several years ago in an article in *Parents Magazine* Russell Smart pointed out:

In many minds the words 'father' and 'discipline' are as good as synonymous. This is unfortunate. Father should mean much more to children and to their mother than a mere curb on what goes wrong around a home [11:44].

One study which investigated the attitudes of fathers toward the memories of their own fathers indicated that about one-third of the younger fathers resented their father's discipline and training, characterizing it frequently as too strict, inconsistent, or left too much to the wife. The part that is left to the wife is often the repair job on hurt feelings after father's well-intentioned disciplinary action.

The importance of consistency in discipline is frequently stressed in parent-directed articles. As far as the role of the man in the family is concerned, consistency should be exhibited in general agreement with the other parent on what behavior is to be rewarded or punished and in

the conviction that the approval of a loved and loving person is the most effective reward. The meaning of this characteristic is regularly tested in the family with pre-schoolers when the father enters the scene in the evening. To hide behind a facade of "mother knows best" or "children are your job" does not meet the demands of this role. Neither is it fair to the man of the family to cast him in the "fire extinguisher" role, expecting him to arbitrate the squabbles of the day, long after the critical moments have passed and fatigue impedes the path of justice.

Anna Wolf once wrote:

Nobody wants a father whose arrival is the signal to stop the fun. A father who is interested in his children only when they are washed, dressed, and well behaved and who retires whenever a problem arises is likely to lose any real voice when it comes to more general and important issues . . . . The success of authority depends on what else comes with it. Fundamentally children need to feel that he (father) appreciates them as human beings with individual needs which entitle them to his consideration and respect [14:231].

The words, discipline and disciple, come from the same root which is concerned not with punishment but with learning. The type of discipline which promotes positive development for both father and child is akin to guidance. In contrast to physical punishment which tends to have negative results, this provides and reinforces positive cues to approved behavior, leading in the long run to the development of self-control. The father need not appear to be omnipotent or omniscient, and mother does not have to appear inferior merely because the limits of her patience or wisdom have been exceeded.

### Decision-Making Roles

Much has been written and perhaps more said in public about family decision-making and democracy in the home. The implications of such exhortations have added to the feelings of anxiety of adults, sometimes have contributed to guilt feelings because they, particularly men, did not feel comfortable in a situation of "shared authority." If "father knows best" and if mother does not know otherwise why should any decision ever involve the children--or even mother? One answer is, not because of a "one man-one vote" principle, but because each needs to be able to contribute to the family in terms of and at the level of his own ability. This contributes to the development of maturity in decision-making.

The father in the shared decision-making situations, then, finds plenty of opportunities to continue the role of "authority" if he has this need. He may introduce facts or a different perspective drawn from what he does at work. He may bring to the discussion an awareness of social or economic factors that merit consideration. On the other hand, he may become a more effective man and grow in stature in the eyes of his wife and children when he knows how to listen with attention, to consider with respect their points of view. As he opens his mind (and heart) to the potential of learning from and with other family members he may be

able to develop new competence, new confidence, not dependent on his "place" on the family tree.

Participation in family decisions is meaningful also to the extent that each member has the opportunity to become independent in thought and autonomous in action. This is "do" democracy rather than "talk" democracy. The father-husband plays a key role in this process. As he helps to open opportunities for shared decision, he is providing more emotional "elbow room" for other family members, and in the long run for himself because he does not need to work so hard at defending his vulnerable position. His energies can be spent better. Occasionally a report is heard of a family that has attempted to be pseudo-democratic by expecting *every* family member to take part in *every* decision. This is neither realistic in terms of individual development nor practical in terms of time. Both the father and the mother can learn to be sensitive to "teachable moments" when the process of discussion-analysis-decision-evaluation leads to rich and rewarding experiences for the entire family.

Those who sigh for the "olden days" may be seeking a simple, well-ordered, perhaps imagined state of affairs where the authoritarian father was not so obviously a mis-fit. The teacher and the preacher, the neighbors and the relatives, reinforced the same pattern. But the man in the family today finds the task of working through his roles and responsibilities a job without a job-description. With his wife and children he becomes involved in decision-making processes which provide resources for effective participation in the community and wider world.

Studies of delinquent children frequently disclose a family constellation with a weak, ineffectual father and a domineering mother. Domination or autocratic rule is not synonymous with strength. Neither is the easy "push-over" effective. But strength and effective role behavior can be learned and practiced in the family where decisions are shared appropriately.

#### Man and His Sex Role

As pointed out earlier, much of the popular writing about changing roles of women tends to ignore or blur the fact of corresponding changes in the roles of men--in family, community, or in society in general. Because roles are interacting, interdependent, and inter-related a change in one role definition (e.g., woman's) must be accompanied by corresponding or accommodating changes in the roles of others in the social system. Research presents some evidence of shifting positions of men and women as family members through succeeding generations. Evidence has been produced to show that the father is becoming less authoritarian and more affectionate while the mother is becoming relatively more important as the agent for discipline, especially for boys. This shift has been seen by some psychiatrists as a major root of present-day adolescent male rebellion and aggression.

It has been suggested that a somewhat different balance of authority and affection is required for the psychological development of boys than of girls. The relationship between a child and his father is also a



predictor of later adjustment to peer groups, for boys particularly. A positive relationship with the father is associated with a boy's liking of other children, his being liked by others, as well as to self-confidence, assertiveness, and skills in his peer group. A positive father relationship equips a boy to face the world outside of the home. In addition, studies suggest that the father's role influences the child's perceptions of others, especially for girls.

More knowledge and understanding of the processes of child growth could contribute to the satisfactions experienced by men as fathers, especially in the functions of counselors and teachers of their children. Men need to understand their unique contributions to children in illustrating, by example, the meanings of masculinity or "maleness" and the quality of relationships which can be established by a man who cares for and respects a woman as his wife.

Fathers are more likely than mothers to shirk their responsibility as sex educators of their children. With few or narrowly limited channels of communication developed, too many years and opportunities pass when a father could be contributing to his son's and daughter's learning about sex as a part of personal development and in the perspective of the family.

Unconsciously, if not consciously, the father is educating his children about sex by the way he responds to them as boys and girls and by his attitudes toward his own and his wife's sexuality. The masculinity of a father encourages his son to identify with him and his daughter to develop her femininity. Understanding sexual expression, sexual questions, sexual interests at all stages and accepting them within the framework of the child's development is a responsibility that many parents side-step. Fathers can play a central role in working with community agencies, especially schools to insure that sex education is adequate, comprehensive, and integrated into the total education of children. But more important is to realize that sex contributes to the communication process in all inter-personal relationships and that both men and women are needed as "teachers."

The past quarter century has encompassed far-reaching changes in middle class attitudes and expectations relative to marital sex roles. The expectation of sexual fulfillment for both husband and wife in marriage brings new responsibilities for learning and for mutual understandings. The husband particularly needs to see the relationships between sexual fulfillment and the other areas of marriage and family adjustment. Sensitivity to timing, differences in level of interest, and type of expression can be cultivated.

#### The Father as Companion

The expectation of companionship in marriage and family relationships places an emphasis on the nature and quality of the interaction among family members. For the role of the husband some of the implications have already been discussed. Specialists in the field of parent education are not in agreement about the extent to which a father should try to be a

"companion" to his children. Perhaps what is needed is developing a spirit of play which can diffuse through many father-child relationships.

The guidance which a child needs for his fullest personality development comes most effectively through a process of doing *with* rather than merely doing *to* or *for*. To really know a child means to live with him. Few satisfactions for an adult are greater than the sense of closeness which comes from growing up with a child and watching him develop. The companionship role for a father does not entail acting like a child but rather giving oneself completely in relationship with a child even in fragments of time.

Some fathers find little fun in having children. Too busy or pressured by work, torn by conflicting desires and demands, they have little of their lives except the ragged edge to spend with their children. Even thirty years ago evenings and Sundays were times for fathers and children to grow together. But now in many urban homes these hours are available only if "scheduled." Or in some suburban scenes the child must compete with the crabgrass and the ever-demanding housing upkeep for father's time and attention.

One of the investigators of paternal behavior a quarter of a century ago found that a majority of the children then studied believed that their father enjoyed playing with them. At the same time over half of them thought that he was too busy to play. It might provide an interesting study to investigate how generally this attitude prevails. To what extent is it really true that the family today must "make do" with a father with "frayed edges"--one too busy or exhausted to play? Or to what extent is this a rationalization developed by fathers who do not know how to play--especially to play with children? Or is it an answer encouraged by wives with one eye on the prestige-and status-giving functions of their husbands' occupations? The companion role carries less weight in the market than does the economic role.

Occasionally the popular press carries accounts of fathers who "organize" or "promote" activities for their children, especially for sons. When this represents compensation for earlier unsatisfied needs on the part of the father or opportunities to re-live past glories, the benefit to the sons is open to question. This applies to the formally-organized Little Leagues or Scouts or other organizations as well as to informally "planned" Sundays together. When fathers are open to learning with and from their sons and daughters, both generations stand to profit from the experience.

Being a companion means shifting one's attention from "efficient methods" and "workable techniques" to a more important factor in determining success with children: building warm, living relationships. In the father's role as companion he provides a foil for the aggressive feelings of his son and a pattern of masculine reactions for his daughter. Early in his relationships with his children he helps them in their acquisition of physical skills. What and how one learns from a companion is not identical with what or how one learns with or from a "teacher." One of the most satisfying rewards of this role is that the father comes to be

associated with many pleasant or comfortable ideas and sensations in the child's life, not with feelings of fear or anger.

Few urban communities provide space adequate for children and parents to explore common interests. Moving from place to place compounds the problem for some families. Moving, however, in and of itself is not damaging either to personal development or to family relationships. What has resulted in stress and strain, especially for youth, has been the uprooting from accepted values and traditions of the past without adequate substitutes. In some families fathers have become ineffective models for the identification of their sons or the development of trust in either sons or daughters. The adolescent who feels that he can not trust his parents turns to his own age group or to other adults. Each father provides for his son in turn: a person to hero-worship, a person to struggle with, and then a person to model after. His contributions to his daughter are different but no less significant. Many of these are out-growths of the companionship role.

#### Man as Grandfather

A catalog of the roles of men through the family life cycle would be incomplete without including that of grandfather. Several factors make it possible for more men to fill the role of grandfather in this country and in this century than in many other times and places. The larger numbers of marriages in the early twenties launch the generational cycle into orbit early. Just as about one-fourth of a couple's married life together is spent in years after the children leave home, so a part of that span of years may be spent by the man of the family as "grandfather."

The nature and quality of relationships which characterize this stage and status tend to reflect the past history of the family. How developmental or traditional have the parent-child relationships been? Are the cultural backgrounds and associated values of the two generations similar, harmonious, or in conflict? How much authority is attached to the role of grandparent? Must the two generations live together or near each other?

Feelings expressed by older persons toward their children sometimes sound like reflections of the teen-age period. The older person wants independence and resents interference from his children (as adolescents do from their parents). They also feel that their children have rejected their values (and therefore them as persons) but want the affection and respect of their children. It should be emphasized that such negative aspects of aging as isolation, rejection, or inadequate income are very real problems but tend to be exaggerated in the public eye. With improvement in general health and nutrition, with increased availability of transportation, and with a growth in public-supported programs and facilities, the life of a grandfather in the twentieth century can be anticipated rather than dreaded.

We have tried to sketch some of the roles which men fill in the family in America in the second half of this century. Many young people



entering marriage now will live out their later years in another century. Whatever changes occur in the intervening years will be related to relationships in the making today. At any age and at any stage in the process both the man and the woman can take a hand in the direction of change for themselves. The following are some of the implications we see.

1. The changes taking place in the roles of men in the family are only part of changes occurring throughout society. In the developing, industrializing nations similar changes are happening, sometimes too rapidly. It is important in the individual family not to try to change a family member deliberately. In this case the challenge for wife or mother or children is to help create the kinds of feelings, the type of charmed circle in the home where the husband and father is no longer excluded but takes a larger part.

2. All family members can try to learn ways of making time spent together more meaningful rather than more demanding on limited energy and resources.

3. Young persons entering marriage can take a look at the sweep of the family cycle, thus gaining a different perspective from that of the joys of the moment.

4. The opportunity of each family to create its own roles and patterns of relationships may be seen as opportunity for learning and exploring together, not just a focus for frustration.

5. Young persons approaching marriage can examine their own feelings, their own convictions about the "place" of men and women in the family and community. Mutual respect, consideration, or a growing relationship do not thrive in an atmosphere of servant-master. At the same time sex roles can be defined as "mutual" rather than as "opposite," complementary rather than competitive. Both fathers and mothers can and should perform most of the details of caring for children in the family as they care for one another. But whether washing dishes or changing diapers threatens or supports a man's "maleness" depends on how he defines it.

6. With increased recognition of the contributions of the family in building mental health, the father's or man's role in teaching a child to love, in helping a child to grow, in building satisfying affectional relationships with his wife takes on new importance.

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## THE CITIZEN ROLE OF MAN IN FAMILY EDUCATION

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There are both benefits and detriments to living in a changing society. On the one hand there are the constant challenges and surprises that promote and sharpen creativity, the surfeit of real alternatives at nearly every point of decision that increases our practical freedom, and the habit fracturing changes in our life conditions that make our playing of social roles an adventure rather than a dull replication of old traditional models. On the other hand, the barrage of surprises and alternatives makes our grasp of the present seem tenuous indeed. What appeared as hard reality softens as we grasp it; our assumed assurance and security crumble beneath the shifting pressures and demands of life. As Robert Oppenheimer phrased it, "The world changes as we walk in it." In such a world instability shadows our security, emergent values war with the traditional, and disagreements over solutions and means of solution overwhelm our agreements.

The effects of profound social change are felt especially by youth who are urged to seek status, role, and identity in a world whose reality will not stand still. But in their failure to discover the denouement of life, they are forced to the existential conclusion that life is essentially devoid of meaning. Life is seen as a fallacious, faulty, and chancy situation in which one experiences, enjoys, fails to enjoy, loves, and hates according to whim and caprice. The characterological effect is the loss of identity. With the loss of identity and the diffusion and confusion of social roles, the young person not only fails to make judgments of meaning and direction for himself but also cannot devise new criteria that would help him make these judgments. As Erich Fromm has suggested, the character structure of youth, which should function to direct the individual toward activities that will both enhance the society and give him psychological satisfaction, is "out of character" with the social structure.

Facets and examples of social discontinuities are commonly observed and experienced in our society. They range from massive, violent riots in communities unable to cope with new interracial balances to the personal disorientation of pubescent boys and girls unable to identify appropriate role models in the adult society.

No claim is made here that the many social disjunctions included in that broad range are of equal magnitude or command the same urgency of attention. However, it is quite possible that those on the lower or more personal end of the scale are at least as pervasive and generalized as those on the upper or massive end. From one view, problems identifiable



as personal disorders are the most disabling because of their suffusion. Put in another way, the basic disorders are individual, psychological ones. The observable disjunctive phenomena of whatever magnitude are simply symptomatic of these individual difficulties.

The several issues of fact and interpretation posited in this view are obviously beyond the ken of this statement. It is our purpose here to focus on one aspect of characterological and role development in our society, the citizen role of man. The locus of the role is partly the family and partly the political community. Aspects of the meaning of maleness and femaleness are entailed in this consideration; and certain questions relative to spouse and parental responsibilities as well as civic duties are necessarily involved. Major difficulties in the affair arise in the attempt to describe and evaluate relationships that can no longer be thought of as permanent in our society. The changing nature of society, the tenuousness of our value structure, and the consequent shifts and adjustments in role definition all militate against fixed resolutions.

"The man of the house," "father," "manhood," "a man's work," "act like a man," and many other similar terms and phrases carry traditional connotations in our society of strength, power, authority, resourcefulness, and responsibility. At a moment in our history, the male role, as typified by these phrases, was clearly defined. The rites of passage from boyhood to manhood related to the demonstrated ability to do a man's job and support a family with that labor, and to act effectively with authority, wisdom, and restraint in the face of adversity. The paternal family model, taken from Judo-Christian ideals, nurtured in medieval Europe, and firmly established in America in Calvinistic society dominated our traditional familial structure. With the possible exception of some subcultures--e.g., Negroes--the paternal family remains the criterion model for American family organization.

Within this traditional model, the woman's and girl's roles are also clearly defined. Phrases and terms like "lady of the house," "housewife," "a woman's work," "be a lady," and "lady-like," carry equally as strong traditional connotations as those referring to men. The rites of passage to womanhood came for the girl by way of the kitchen, the sewing room, the wash house, the parlor, and menstrual regularity. The nonincome producing labor of women and the biological precocity of females allowed accession to womanhood and housewifery to occur somewhat earlier in life for girls than did accession to manhood for boys.

Though the tradition remains in fact both verbally and legally, time and changing circumstances have eroded its effectual practice. Primarily the erosion has come from the precipitous changes in female expectations in the culture. With increasing momentum females in our society have encroached on traditional male hegemony. No longer finding fulfillment in housewifery and motherhood, woman, in our society, has extended her expectations into the professions, business, industry, and politics, all previously reserved as male functions. Her new wishes have created new needs and together these have refashioned her operational role. In general, though not with perfect accord, the broadening of women's involvement in societal affairs is seen as clear progress. The effect has been a more adequate socialization of half our population.

On the other hand, the effect has also been to threaten if not destroy part of what has traditionally differentiated men and women. While both men and women tend to see the woman's role changes as gains for her, men, at the same time, are impelled to see these as decreasing their own grasp and control of unique functions in the society. The loss of a unique function has become more and more generalized as a loss of male status. The sharing of breadwinning translates as the loss of paternal authority. Cooperative management of the household translates as a competition of roles. The concomitant cult of togetherness has produced as a disturbing side effect a condition of general role diffusion in the family structure. Not unrelated to this consequence are the distressing role conflicts experienced by both man and woman as they try to accommodate their traditional values with their new emergent values relating to their family, social, economic, and political responsibilities.

The situation is particularly disturbing when viewed from the position of the children in the culture. In essence, the meaning for them is that they have no clear-cut adult models to emulate. Without judging whether that which may be emerging will be better or worse than that which once was, it is apparent that what now exists is confused and unmanageable. It is true for both boys and girls, but likely more damaging for boys. Our culture has always been more friendly to girls than to boys. Niceness, politeness, neatness, and quietness have long been valued for children. These are traditionally feminine qualities and apparently are heavily loaded in favor of girls. Robust-natured boys, full of noise and bravado, have traditionally faced a hostile world. But once, at least, they could look to a model of masculinity that showed them how to transform their strength and aggressiveness into labor and leadership. At the core of woman's widened role the feminine model remains, though thickly adorned in a commercial panoply of sex; but the masculine model has lost its utility except in sports and other peripheral activities limited to the few. It is desirable to nurture a girl's femininity as a core attribute in her widened social role. But it is likely injudicious to promote a heavy fisted masculinity in a boy who must function in a society that has generally rejected that model.

This delimitation of male role may focus too narrowly for our wider concerns, however. Rather we should ask, "What, in a broader view, emerges as the new citizen role of the male that is especially relevant to his interactions in the family, his relationship to all children in the society, and especially his relation to male youths?"

In the first place, the erosion of the traditional authoritarian father image has not been wholly damaging in the society. In fact, it is most reasonable to assume that authoritarian modes of all kinds are less appropriate to modern society than to societies of an earlier age. This is not only an age of dilemma and perplexity, but also an age of exploration and testing. Authoritarian attitudes are both ineffective in dealing with problematic situations and destructive of pragmatic experimentation--social or otherwise. Rather, in an uncertain and searching society, the requirement is for standards of search, for guidelines of inquiry. Thus, I would propose that the appropriate male image for the present age is that of the systematic inquirer.

Certainly not all types of inquiry are equivalent and not all modes of investigation of equal value. Means of establishing a basis for belief that simply cite the myths and platitudes of a bygone age, legitimize a pseudo sentimentality, or construct a priori criteria of any nature are assumed to be inferior to those means that depend upon reason and intelligence. The model of the systematic inquirer proposed here is of this last variety. He is a definer of problems, a prober of assumptions, a poser of hypotheses, a seeker of evidence, and a formulator of rational conclusions. He seeks out the inconsistencies, conflicts, and issues of his existence and exposes them to investigation and discussion. In the absence of final and firm answers, he asks only for the clear opportunity to investigate, to hesitate and withhold his judgment until he can find a firmer basis for his belief.

In the second place, our male model assumes another dimension related to his citizen role and his family relationships. While a lusty and chauvinistic patriotism does not suit the sophistication of our age, there is less reason to assume that all partisanship is dead. Just as the man is partisan in his preference for inquiry as a means of examining issues, he is similarly partisan in his selection of democratic ideals as the ultimate social criteria in adjudicating them. Among these ideals he assumes to be notions of equal rights, fair play, and government by law correlated with the general principle that all those affected by a decision should help effect it.

As a corollary to this last proposition, our model man also holds to the twin ideals of reasonable self-responsibility and self-initiative for children. He recognizes as the predictable result of these the important development of self-respect. Within this group of beliefs, he relinquishes further his traditional notions of absolute rights and wrongs along with his parental propensity to overprotect by telling children what is best in all situations. In exchange for these, he accepts the role of situation maker and alternative revealer, encouraging the while, children's initiative in choosing what is best for themselves and responsibly living with the consequences. While the concept of reasonableness in this construct approximates the idea of limited initiative and limited responsibility, it is not equated with directed or controlled initiative and responsibility. It is only at the threshold of real and lasting danger to the person or the society that limitations are imposed. Opportunities to make choices and seek experiences that can have either pleasant or painful results short of personal or social disaster are supported. A fantasy world in which things always come out right is not fabricated for the child.

Thus the father in our male model supplies for his children an environment of freedom and adventure into which new experiences, new ventures, new possibilities, and new alternatives are constantly fed. He imposes on his children only the spirit of experimentation and inquiry through which they are ever freer to probe and increasingly prone to test what they try and see and feel. He also reinforces the gratifications and disturbances of functional and disfunctional choices. And in the process he supports in his children the means by which a firmer belief system filters through the veil of experience.



His responsibilities to all children in the society are only more broadly reflected in his larger role. He covets for all youth the pleasures and pains of experience and discovery. He supports within the society those forces which increase youth's opportunities to doubt, experiment, participate, and inquire. He decries those who would unduly limit freedom, would stifle youth's inductive adventure with life in suffocating pits and channels of traditional sanctions, or would over-protect children in a fabricated fantasy world of pseudo sentimentality.

What possible suggestions does such a male model offer for family education in the schools? Are there any ways in which public school courses in home economics, marriage, and the family can contribute to the development of both maleness and femaleness in our society? Can school experiences enhance the notions of initiative and responsibility in a democratic context? These are hard questions; simple answers do not exist. More likely such questions only allow for broad assumptions about society, learning, and maturation and hypotheses about role accession that will require wide testing. In effect the questions engender only more questions.

But it would seem fairly obvious that family education should abandon its traditional notions of sex roles. Not all girls intend to find fulfillment in motherhood and housewifery. Nor should we necessarily continue to implant such a model as the ideal in American society. Each of these may well continue to be the rather exclusive functions of females; but they are not honestly represented as the only valid functions of women. For more and more women, in fact, they are anathema. Rather, in this respect, family education and home economics should investigate means by which girls can enhance their femininity and learn to accommodate these characteristics to their new roles in labor, business, and politics as well as in the home.

Home economics teachers should ask themselves what courses, topics, units, and ideas in the present curriculum appear most obviously to relate to this generalized feminine role in society? These could well be retained as a new core in home economics. For example, grooming, entertaining, and sex education may be more generalized aspects of the feminine role in our society than clothing construction, food preparation, and child care. Home economics, from this point of view could address itself to such questions as: How can the business woman groom herself in ways to enhance her feminine attributes and yet not detract from her effectiveness in the business world? What types of entertaining are appropriate to different occasions in the woman's widening world? How can women in their ever more competitive relationships with men contribute satisfactorily to their own and to men's sexual fulfillment?

Perhaps these questions do not really get to the heart of the matter either; for what actually may be at issue is whether women can develop strategies of accommodation between their traditional role of homemaker and their emerging roles of mistress, protocol manager, partner-provider, and citizen. It is on the fulcrum of accommodation that family education must focus in order to be of most use to girls.

Of equal importance is the contribution that family education can be

expected to make to the development of men in our society. Obviously, from the point of view taken here, it would not make sense to teach the boy to be a he-man in a man's world. He will have trouble enough with the dysfunctions of that idea without its being reinforced in school. Neither would it serve great purpose to teach him to cook, mend his clothes, or mind the baby--though there is no intention in this remark to suppose that these activities are necessarily related to masculinity and femininity except in a peripheral way.

Rather, family education for boys should focus on the crucial acts of manliness where the man performs as son, husband, father, and citizen. One can suppose that most attention in such a curriculum would be given to sex education, the variety of male-female relationships, the social and economic purposes of family organization, and the cooperative, democratic decision processes in all groups--from families to the state. The approach would be through the significant problems that persist in each of these areas of life.

The intent would be to examine in a course of this nature the manner in which the many changing issues of family and intersex relationships can be examined and submitted to inquiry. A necessary and liberalizing part of these inquiries would be the recognition of the plural nature of our society and the relativity of most answers about how to act in it. A further important function would be performed. As the student becomes involved in this crucial socializing activity of decision making, he will begin to internalize the process in the hopeful anticipation of transmitting his beliefs to his generation's children.

Obviously this statement has been much too sketchy to provide more than a modest orientation to a particular point of view. And furthermore, the suggestions for curriculum development are more simplistic than profound. But essentially I have attempted to say that this is an age of change wherein emergent values are at war with traditional ideals. The war is a profound one shaking the foundations of personal character and family relationships as well as the more general society. Such conditions demand of their participants new attitudes and strategies of involvement that emphasize experimentation and liberal and relative thinking in an atmosphere of inquiry. Given a democratic context family education for this changing age should take as its nucleus the examination of male and female roles. In the latter case the concept of femininity should be central with special concern for the necessary accommodation of women to what has traditionally been the world of men. For the males, family education should develop primarily a concern for inquiring into the crucial issues of family organization and the socialization of children.















TO THE  
JAN - 5 1967  
UNIVERSITY OF ILLINOIS

# ILLINOIS TEACHER OF HOME ECONOMICS

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THE DECADE AHEAD: OPPORTUNITIES AND EXPECTATIONS

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## FOREWORD

This issue of the *Illinois Teacher* presents an article on the changing roles of women by Helen I. Brown, Louise Lemmon, and Selma Lippeatt. In addition to discussing the roles, they suggest some implications for home economics education.

A second article, by Peggy Dewar, deals with the responsibilities of home economics educators in various types of positions for the occupationally-oriented aspect of the home economics program. She emphasizes that all have a part to play in relation to its development.

In a different vein, the *Illinois Teacher* presents some ideas for the busy individual who hasn't time for a "real" vacation but who must refresh himself and "re-group his forces" in odd moments. The concept of the mini-vacation is developed with examples from mini-vacationers. It is our thought that similar articles on the teacher's personal life may be included in the *Illinois Teacher* from time to time.

--Elizabeth Simpson  
Editor



## THE CHANGING ROLES OF WOMEN

Helen I. Brown  
Louise Lemmon  
Selma Lippeatt<sup>1</sup>

Any discussion of changing or multiple roles of women's life seems to have its genesis in three broad categories--that of family member; employed person; and contributing citizen of the community, state, nation, and world. Each of these categories serves as a cluster of interdependent roles which characterize the women of a given generation.

The evolution of present-day roles has followed an interesting historical design. A review of a few generations points up the many changes in the roles played by women, even within their own homes, as they parallel societal changes.

In early American history, when pioneer women were busy with the business of moving and settling, they played a role considerably different from that which they play today. Women were outnumbered by men for many years and were held in high esteem, not only for their contribution to the life of the times, but for their very ability to survive the trials which beset them daily. They bore, raised, and educated the children, produced and prepared the food, wove fabric and constructed garments, made soap, candles, and performed numberless other functions inside the home and in the fields. It is difficult to conceive of such responsibilities for today's woman; however, both the woman of yesterday and today have in common the roles of helpmate, teacher, mother, nurse, and manager.

Gradually women's roles and status changed. The evolvement of the present-day duties and responsibilities of homemakers has come about largely as the result of economic and/or political changes. Whereas once it was unthought-of for a woman to perform any but the home-centered activities, she now is very much a part of her community, at the same time assuming as much or more of the traditional home-centered responsibilities as ever. The old saying, "The hand that rocks the cradle is the hand that rules the world," continues to be true today in a new sense as women are increasingly assuming dual and multiple roles in life.

One of the historical facts which bore upon the role of women was the industrial revolution. The home was no longer the site for woman's work. Men performed in the factories and with machines the tasks which

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had belonged to women in the home. Such activities as clothing and food production, operation of commercial laundries and cleaning establishments were taken over by men, and consequently these chores were done less and less frequently by the homemaker. Instead she became interested in social, business, and civic enterprises. She had time to spare and the more public-spirited ones campaigned for funds for welfare work. Those with less income followed the men into the business world and became record keepers, typists, telephone operators, teachers, nurses, and many other kinds of wage earners. They changed their way of living, their mode of dress, their behavior, and gradually strove for social, economic, and political equality. By the close of the twenties the average woman in America was closer to a man in the social behavior expected of her and in the intellectual freedom enjoyed by her than at any time in history. There was still a double standard. Woman still provided the material needs of home and family, but had more time for remunerative or non-remunerative work outside the home; contributed to community activities; and took some part in religious and social endeavors.

Politics and world affairs, too, have had an effect upon women and their roles. World War I opened many jobs to women; all over the country the restrictions placed upon women were reduced or removed. They did all kinds of work, both at home and in factory, field, and industry. They began to assert political rights to parallel their wage-earning functions.

After World War I the more traditional professions for women continued to use them, while some new ones, such as college teaching, library work, and social work emerged and increased.

Once again women came into the work force in World War II, when the demands were even more massive than during the first World War. This time women continued to increase in the working force after the war ended, but they still worked predominantly in the traditional types of employment.

According to Kluckholm, when one studies carefully the history of the feminine role, it becomes clear that a central issue for many years has been woman's demand for the right to participate more fully in all those activities in which *dominant* American values are expressed.

The movement of wives into the working world is relatively new. In World War II half of all working women were married and living with their husbands. Today we find that married women are the greatest source of new labor in the American economy. This has made an enormous change in the position of women in the home and in society. It is often forgotten that the original feminist move was a revolt *against* marriage. Now there is a reconciliation between marriage and work. Here we find the need for increased development of human resources. The development of human resources is a shift from emphasis upon predominantly economic resources and represents a relatively new stage of development in American society. This does not mean that human resources have not been essential since the beginning of mankind. It does mean new or higher-level use of these resources are now possible and necessary.

It is said that there are 30,000 kinds of job opportunities. Carlyle pointed out that "the first of all problems is for a man to find out what kind of work he is to do in this universe." Throughout social and historical developments we find that change and the ability to adjust to it have played major parts in the roles of women. It is not known what women of the future will do or what responsibilities they will assume, but it is safe to say that high school girls today need to be in harmony with the present and in tune with the future. One way of accomplishing this state of mind in the young adult is through developing an understanding of what has gone before. We live on a moving line between past and future. That line is one's lifeline. It is this lifeline which allows each person to telescope his often chaotic experiences into a realistic view of yesterday, today, and tomorrow. The history of an individual's crossing of successive thresholds to maturity provides a means of examining the essential components of the span of a woman's life and learning. Along this way "change" and "choice" are pointed words. Change might be defined as the channel through which progress is possible, choice as the rudder which determines its direction. Choice is multi-faceted and complex. In the home, on the job, alone, in association with others, the individual is confronted by a bewildering array of changes, some of which she herself has precipitated, much of which assault her from without. But the *choices* must be hers, and to the degree that she knows herself, trusts herself, *is* herself, they will be.

Rostow says there is little reliable documentation on the relation between change in the status of women and change in attitudes toward the rightful roles of men and women. "Middle-class groups have sustained the greatest effect of the emancipation of women," she states. She continues by citing the impossibility of escaping impressions concerning the effect of the new freedom on a husband's authority and on the wife's restriction to household, church, and children.

Margaret Mead recognizes a conflict between fulfillment through marriage and motherhood on the one side and self-realization in work on the other. She points out that a girl learns to be successful but not too much so, so that she can ably do a job and still be willing to give up the job for marriage or motherhood. It is not surprising that marriage persists in coming first among the aims of young women; this does not mean she must live traditionally. The achievement of balance between marriage and gainful employment in life can make both experiences optimally rewarding.

It is interesting that J. Willard Wirtz, Secretary of Labor, in an address in June 1966 to State representatives of Commissions on the Status of Women coined the phrase "Stature of Women" to replace the older term and point a specific direction for future effort. This seems to have implications for the enduring concept of women's ability to take their rightful place in society, business, politics, and the home.

At the same conference Miss Margaret Hickey, retiring first chairman of the Citizens Advisory Committee on the Status of Women said,



"Surely we can help make this Nation one in which the greatness and goodness of all of its citizens, of men and women alike, can be directed toward the realization of a better world for the whole human family."

One has only to take a look at the most recent edition of *The Handbook on Women Workers*, a well-known publication of the U.S. Department of Labor to have statistics come alive as to the extent of women's participation in the world of work. It is also apparent that this contribution is related to the added responsibilities for homes and families and the welfare of the community in which they and their families reside.

Since women, especially married ones, do occupy a unique role in the nation's labor force, a few recent research findings may have relevance as we relate this role to education for girls and adult women of today. In 1963 Garrison made a study of the effects which six family characteristics exerted upon the voluntary community participation by a selected group of homemakers. Age of mother, size of family, and age of youngest child were among those characteristics tested. She found that of these three only the age of the youngest child was significantly related to the participation level of the homemaker volunteer activity.

Burchinal and Rossman, using a sampling of 1172 children, and studying the "Relations Among Maternal Employment Indices and Developmental Characteristics of Children," indicate:

Within the limitations of the methodology used in the study, apparently maternal employment per se cannot be considered as an index of maternal deprivation with consequent detrimental effects on the development of children. If maternal employment during pre-school years of children had negative effects upon the children's development, these effects were not observed by techniques used in the study. This conclusion holds for both sexes [1].

Glenn made a study of attitudes of married white women toward employment for married women. The study was made in the small community of Cairo, Georgia. Glenn chose social class, age, education, and employment status as factors to study. The findings of the study revealed:

The willingness to approve of a married woman's working appeared to be influenced by two considerations: (1) the reason given for employment or goal that was aspired to attain through working, and (2) the presence of children in the house and the ages of the children [5].

Ninety per cent indicated that it was permissible for the wife to work, if there were no children in the home, in cases in which her earnings were needed for: (1) necessities of life, (2) payment of accumulated debts, (3) assistance in paying for husband's education, or (4) helping to buy a house. Between eighty and ninety per cent felt it was an acceptable practice for the following reasons: (1) equipment needed in the home, (2) dependent relatives living in the home, (3) wife needed



in business enterprise, or (4) community need of the specific training the wife possessed.

Eyde's study, *Work Values and Background Factors as Predictors of Women's Desire to Work*, had as its purposes: to add to the understanding of the characteristics of women who wish to work and to assess the relationships between work values and attitudinal items, background factors, and woman's work motivation. For the sample Eyde used college seniors enrolled in Ohio State University and a group of alumnae.

In stating their reasons for not working, the alumnae with high work motivation, de-emphasized the traditional homemaking role, gave relatively few reasons for not working, and often stated that the presence of young children was their only reason for remaining unemployed [3].

She found that among the alumnae of the lower-middle class there was an intense desire to work. Relatively more important job-related variables were associated with the work motivation of alumnae than with the seniors. The high motivation of alumnae was related to career interests, desire to work a greater number of years after marriage, and the way husbands or others felt about their employment.

Schiffman's study, "Marital and Family Characteristics of Workers," revealed that of the married employed men living with wife, 28.1 per cent had wives who were employed. He found:

Approximately 13.5 million married women, or about one-third of their total number, were in the labor force in March, 1962, representing nearly one-fifth of all persons in the labor force. Somewhat less than half (46 per cent) of the married women in the work force had no children under 18 years of age; about one-third were mothers whose youngest child was of school age--6 to 17 years; and the remaining one-fifth had pre-school age children [6].

In the study of "Lifetime Family and Occupational Role Projections of High School Students" conducted by Christensen, it was found that ten per cent of the girls in his sample planned to be homemakers during the first year after graduation; 62 per cent expected to have either part-time or full-time employment; about half of the entire group planned for some formal education after high school; and most of the girls planned to be homemakers most of their lives.

These studies, although fragmentary in nature, reflect the need for continuous examination of various aspects of the multiple roles assumed today by both men and women.

Womanpower continues to be one of our country's greatest resources. Women's skills and abilities are being used more fully and more creatively than ever before--in the home, in the community, and on the job. A society that aspires toward greatness must make use of every individual's talents and abilities, and it must give every one the opportunity

to participate fully in the social and economic life of the country. The social, economic, and cultural factors that have led to important milestones have been, and will continue to work for decades, shaping new patterns for women's lives.

### Statistics in a Nutshell

The following statistics have been chosen from *The 1965 Handbook on Women Workers* to substantiate the foregoing generalizations and the subsequent implications for home economics education which appear in this article.

- Women make up 35 per cent of the total labor force.
- Thirty-seven per cent of all women in the United States work.
- Thirty-four per cent of all married women work.
- Working mothers represent 38 per cent of all the women who work.
- Of all women employed:
  - 32 per cent are in clerical jobs.
  - 16 per cent are service workers.
  - 15 per cent are operatives.
  - 14 per cent are in professional and technical occupations.
- Fifty per cent of the women today marry by age 20.5.
- Half of America's women bear their last child at about age 30.
- Working wives tend to spend more for clothing, beauty care and other grooming than do non-working wives.
- They tend to buy more convenience foods than non-working wives.
- Three-fifths of the working mothers had at least 1 to 3 years of high school education in 1960.
- Less than one-fifth of the working mothers in 1960 had from 1 to 4 years of college.
- In 1965 eight per cent of the children of working mothers were expected to take care of themselves while the mother was at work.
- Women tend to receive lower income and lower earnings than men.

The following chart shows the numbers of unemployed women and men looking for work in 1964. There may be some implications here for home economics-related occupational education.

UNEMPLOYED WOMEN AND MEN LOOKING  
FOR FULL-TIME OR PART-TIME WORK,  
1964

| Sex and Age                   | Looking for<br>full-time<br>work | Looking for<br>part-time<br>work | Looking for part-time<br>work as per cent of<br>unemployed in each group |
|-------------------------------|----------------------------------|----------------------------------|--|
| Total number women<br>and men | 3,201,000                        | 676,000                          | 17.4   |
| Percent                       | 100.0                            | 100.0                            | ----   |
| Men                           | 60.4                             | 50.1                             | 14.9   |
| Women                         | 39.6                             | 49.9                             | 21.0   |
| Total number women            | 1,268,000                        | 337,000                          | 21.0   |
| Percent                       | 100.0                            | 100.0                            | ----   |
| 14 to 19 years                | 21.5                             | 40.7                             | 33.4   |
| Major activity:               |                                  |                                  |  |
| School                        | 3.2                              | 27.0                             | 68.9   |
| All other                     | 18.3                             | 13.6                             | 16.3   |
| 20 to 24 years                | 19.0                             | 10.4                             | 12.7   |
| 25 to 54 years                | 50.2                             | 38.3                             | 16.9   |
| 55 years and over             | 9.3                              | 10.4                             | 22.9   |

Source: U.S. Department of Labor, Bureau of Labor Statistics:  
Employment and Earnings, January 1965.

## Some Implications for Home Economics Education

## IMPLICATION I: Need for Helping Students Face Reality

From the Bureau of Labor Statistics we learn that 9 out of 10 women can expect to work outside the home sometime in their lives. Many boys and girls at the high school level do not know this. Or if they are told, too many think they will be that tenth one. Although college students are more familiar with this fact, it has not been made a reality for some. When many a wife goes into the labor market it can come as a great surprise to both herself and her husband.

What we are suggesting is that counseling for boys and girls about one aspect of the reality of the work-a-day world has not been real. So the first implication arising from the foregoing discussion is that *all educators can help both men and women prepare for reality in a more mature way by introducing students from kindergarten through college to the fact that most women will work outside the home.*

In home economics and home economics education we are in a unique position to help students internalize this concept through units of study in family life, child development, management of resources, housing, home furnishings, textiles, clothing, nutrition. Following are some *examples* of concepts which could be integrated into home economics courses at the secondary level which when compounded could give students some tools for facing reality in relation to work.

| Curriculum Area         | Concept Examples  |
|-------------------------|---|
| Family Relationships    | <ul style="list-style-type: none"> <li>• Nine out of ten women will work in their life times.</li> <li>• Nearly 3 out of 5 women workers are married.</li> <li>• "Working wives" may mean adjustments in marriage.</li> <li>• The higher the educational level the higher the expected income.</li> </ul> |
| Management of Resources | <ul style="list-style-type: none"> <li>• There will be less time to spend on meal preparation when a wife works.</li> <li>• The more built-in service one buys in food the higher the cost of the food.</li> </ul>  |



## IMPLICATION 2: Family Life Education for All

There was a time when men were the sole bread winners and when women did not work outside the home, when a woman knew exactly what her role as a woman was and the man's role was equally well defined. But as societal changes occurred, including the woman's working outside the home, some men started helping women with housework, meal preparation, and care of the children. These previously had not been the responsibilities of men. As time went on many men took over activities in the home and many women became responsible for activities outside the home. At the present time in our society there is no clear definition of which responsibilities belong to husbands and which to the wives. Like many other areas of life, social change has brought ambiguities into men's and women's and husbands' and wives' roles.

One of the clearest implications growing out of these facts is the *need for family life education for all boys and girls*. If it is comprehensive, such an education can give students the tools for defining and clarifying their own roles.

Because so many concepts about family life are formed early, some educators feel that family life education should begin at the kindergarten level and should be integrated into the curriculum throughout elementary as well as secondary school. For example, the following are examples of concepts which might be taught from kindergarten through the sixth or seventh grade in school.

### Role Concepts

There are variations of roles among women.

There are variations of roles among men.

### Value Concepts

Values are ideas of the desirable held strongly enough to influence behavior.

There are variations of values held among individuals and families.

### Interpersonal Relationships Concepts

Desire and effort on the part of the individual can contribute to change in personality.

Kindness and courtesy to others underlie most rules for behavior.

### Decision-Making Concepts

There are variations of decision-making patterns among individuals and families.

One major decision will affect other decisions.

If the foregoing concepts as well as others could be mastered during elementary school, then educators at the secondary levels could concentrate on helping students develop higher level generalizations.

#### IMPLICATION 3: Learning for Leisure Time

"What leisure time?" someone may ask. But the truth is that with labor-saving devices for the home, automation of business and industry, shorter working weeks, and earlier retirement ages, there is going to be more leisure time. Mortimer Adler suggests that in future years we will become a leisure-centered society with our incomes coming from shares in automated business and industry.

In home economics we need to look the leisure time problem squarely in the eye and begin developing curriculum plans to help students prepare for its use. The small attempts we make in this direction, primarily at the adult level, seem to come too late in the lives of people. Perhaps our concept of leisure time as time left over after all work is done needs to be examined and revised.

Family life education can serve as a vehicle for helping students determine their own values in relation to leisure. At the secondary levels students can explore the writings of men such as Abraham Maslow and Harry S. Broudy to help them think about their own fulfillment and what they want from life and what they want to give to others.

#### IMPLICATION 4: Home Economics-Related Occupations

Labor projections show that service and technical occupations are on the rise. Leaders in home economics education have made considerable progress in identifying service occupations related to home economics which can appropriately be taught at secondary and post-high school levels. Also, progress is being made in the development of occupation-ally-oriented curriculum plans. However, many questions still exist concerning the service occupations and the workers being trained. Some of the questions are:

- How can the status of service occupations be raised?
- How can the quality of work in service occupations be improved?
- Do present vocational education programs give the students tools for becoming well-rounded people?
- Should all education be considered vocational and should the occupational aspects be integrated into it?
- Can occupational curriculums be designed which will permit students to advance to university curriculums without beginning over again?

At the present time there is also need to identify technical level occupations related to the home economics profession. Some disciplines, such as medicine and engineering, have well-established technical occupations. It is even possible for such professions to project the ratio of technicians they will need in relation to professionals. In home economics the professional often has to do the technical work. A professional is educated to make decisions and develop his particular occupational environment. Home economics technicians are needed in the areas of nutrition, dietetics, textiles, child development and housing.

One example of a home economics technician might be in the area of dietetics. To free the professional dietitian for administrative decisions and research the technician could be responsible for the following:

- The supervision of food workers in all aspects of service

- preparation of food
  - serving food
  - storage
  - sanitation

- Supervision of normal and routine diets

- Supervision of other aspects, such as

- on-the-job training
  - leaves
  - scheduling
  - human relations

#### IMPLICATION 5: Continuing Education

*Because there will be a continuing need for professional, technical and service workers, continuing education will be a necessity in home economics.*

There are some special problems attendant to women's education which arise in home economics as well as in other fields of study. One problem arises with the home economics graduate student. She may begin a program of study and then move with her husband to another part of the country. Then, if she continues graduate studies she often finds the institution to which she has moved will not accept many of her previously earned credits. It would seem that, because of high mobility rates, reciprocity graduate programs should be developed between and among universities in this country. A pioneer move in this direction might salvage some graduate students in the field.

Another kind of problem lies in the structure of education, especially vocational education. Max Lerner has said that the key work in democracy is *access*. If we expect not only women's, but all peoples potentials to be fulfilled, there must be access in education. Often times vocational education students have not had access to all kinds of continuing education because of the limits of their educational programs. Just because a boy has not shown interest in algebra and foreign

languages in high school, but has shown interest in repairing engines, it does not mean that some day he might not be interested in a mechanical engineering vocation. If we could keep access in the curriculums, more students might be motivated into entering technical and professional studies at some time in their lives.

In home economics, for example, let us say that a senior in secondary school decides to take a one-year child development aide course in a local junior college after she graduates from high school. Also, let us say that whatever courses she takes to complete her aide certificate will transfer to the two-year technical child development program in the same junior college. Such a girl might work a year or so and decide she wants to go to school one more year to become a child development technician. Now if the two years of course work she had behind her will transfer to the four-year state university where she can work on a professional child development degree, she has had *access*. This kind of educational experience can be a freeing and liberalizing one, whereas most structures in education are confining.

#### IMPLICATION 6: Learn to Learn

Because of the rapid technological and social changes, it is difficult to predict for a student the occupational and leisure time opportunities which will be open to him in his life time. For example, today a professional can become outdated in just a few years if he does not absorb the continuously new research in his own and related disciplines and fields of study. For technicians and those below the professional level, there may have to be complete retraining because of changing principles and equipment. So, if students are to be prepared for future roles, it is the responsibility of his teachers to give him tools for continuous learning. We can help students learn to learn.

We have available today more new tools for helping students learn than we had only ten years ago. For example, the classification systems for the large domains of educational objectives, the cognitive, affective and psychomotor, are available for us to use with students. Also many beginning teachers are equipped to teach the whys and help their students understand relationships when they graduate from college. These are processes of learning and they will remain valid, whereas the substance a student learns one year may become obsolete the next. Many factors are involved in the facilitation of human potential fulfillment, but learning to learn is an important one.

The foregoing implications for home economics education which are related to the changing roles of women have been broad and, for the most part, are equally valid for the education of men. Any societal change affects all people.



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HOW MAY HOME ECONOMICS TEACHERS AND TEACHER EDUCATORS  
CONTRIBUTE TO THE TOTAL OCCUPATIONAL  
EDUCATION EMPHASIS?

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In December, 1963, President Johnson signed the Perkins Bill, thus making it Public Law 88-210, the Vocational Education Act of 1963. The passage of this Act presented some of the greatest challenges with which home economics education has been confronted. It held many possibilities for expansion of programs in home economics education to encompass preparation for wage-earning occupations which utilize home economics knowledge and skills, as well as preparation for homemaking.

Throughout our nation, home economics wage-earning programs are developing rapidly. These programs are at secondary, post-high school, and adult levels.

What responsibility does the individual home economics educator have with respect to the occupational programs in home economics? In answering this question suppose we first consider the responsibility of our field of study to the occupational preparation of individuals.

Is Home Economics a Field of Study That Has a Responsibility  
Toward Occupational Preparation?

The following considerations would seem to provide a strong affirmative answer to this question.

- Youthful job seekers often experience difficulty in finding jobs when they are not prepared for a specific occupation or career.
- An economy cannot remain a healthy one if it consistently has too many unemployed individuals and women workers are essential to the maintenance of an expanding economy.
- By 1970 two out of three women will be wage earners.
- It is essential that we develop ways to help women meet the situations they face today--their multiple roles, their need to provide supporting and supplementary income, their longer life expectancy.

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- Families are willing to pay for and use the services of trained persons from the community to perform household tasks.
- With the increasing number of women assuming the dual role of homemaker and wage earner, mothers often need to have persons to assist them with the care of the home, with clothing maintenance, with meal preparation and service and with the care of children.
- Longer life expectancy indicates a greater need for persons to be trained to serve elderly citizens as companions, shoppers or housekeepers either on a full- or part-time basis.
- More often than in the past individuals and families get their meals in public facilities, away from the home.
- Home economists in education are in a position to alert young people and older women to the opportunities available to them to work in the occupations related to and requiring the knowledge and skills of home economics.

#### What Is the Responsibility of the Individual Home Economics Educator?

Junior High School Teachers - Pupils in the junior high school are not immediately involved in occupational education programs. There may be some exceptions, such as the over-age pupil. For the most part, the teacher's responsibility is *indirect*. She may do the following:

- Interpret program for pupils.
- Acquaint students with occupations in home economics-related areas requiring varying levels of preparation.
- Help students develop the personal qualities that make for employability.
- Help students develop positive attitudes toward the work situation.
- Assist pupils in recognizing the responsibility of wage-earners in our society.
- Help students develop the understandings and skills in home economics that provide a background for wage-earning preparation in home economics-related occupations.
- Cooperate with administrators, guidance personnel, and all faculty members interested in promoting and maintaining a successful wage-earning program.
- Serve as a resource person by supplying information or sources of information related to various aspects of the program.

- When the opportunity arises, interpret program possibilities and plans for business and community organizations.

Senior High School Teachers - May have either a *direct* or *indirect* responsibility. In schools where programs have not yet been established but are contemplated, the teacher may have the indirect responsibility of getting the ground work laid. Her tasks may include:

- Exploring needs for such a program.
- Helping with community surveys.
- Working in an advisory capacity.
- Enlisting the cooperation of co-workers.
- Motivating students to consider or enroll in programs once commenced.
- Interpreting and publicizing program.
- Interpreting program for citizens of the community.
- Supporting development of the programs whether or not she is directly responsible.

Senior high school teachers in situations where no occupational education program exists may conduct orientation to work units or courses either in cooperation with other departments or individually. They may:

- Emphasize the application of home economics knowledges and skills in the dual role.
- Acquaint students with available job opportunities.
- Stress importance of time and energy expenditure in world of work.
- Include topics such as: applying for a job, grooming for the job, and importance of establishing good employer-employee relationships.

Senior high school teachers in departments in which occupational education programs exist may serve in various ways. The teacher of the occupational education course may:

- Assume responsibility as teacher-coordinator. (In some situations, the coordination may be shared with teachers in other vocational-education areas.)
- Participate in conducting related community surveys.
- Develop curriculum plans.

- Contact agencies, work-experience employers and potential employers.
- Work with advisory committee for the program. She should:
  - be prepared with accurate information about legislation and trends in wage earning.
  - keep up to date with changes related to occupational education programs and issues.

In an increasing number of situations, occupational education programs are planned and conducted cooperatively by the various vocational education fields. Therefore, in order to participate effectively, the home economics teacher needs to acquaint herself with the offerings of all of the fields of vocational education.

Other home economics teachers should:

- Be ready to assist in initiating, supporting, and interpreting program.
- Help in the recruitment of qualified teachers.
- Help students make applications of learnings to the work situation as well as to homemaking.

Junior College, Community College, Technical, and Area Vocational School Teachers - These teachers also assume either a *direct* or *indirect* responsibility.

Indirect responsibilities may include:

- Cooperating with supervisors in initiating a program.
- Becoming well informed of program possibilities and able to interpret program plans.
- Cooperating in the development of wage-earning curricula.

Direct responsibilities may be:

- Teaching occupational education course.
- Enlisting the aid of home economics-trained homemakers to:
  - interpret program.
  - lend support to program.
  - participate in teaching course.
  - assist with community survey of needs and job opportunities.
- Gaining support and aid of civic organizations.
- Planning for space and facilities needed to meet the objectives of the program.

Supervisors and Teacher Educators - Have the following *indirect* responsibilities:

- At pre-service level:

help home economics majors to learn about their possible roles in occupational education programs in the communities in which they will be teaching.

assist beginning teachers in their attempts to interpret, support, and explore occupational education programs.

- At in-service level:

cooperate with state supervisory staff in developing programs.

develop a file of materials useful to state supervisory staff as they plan in-service programs.

initiate and support related research.

State Department Personnel - Have the *direct* responsibility for:

- Providing in-service education for teachers of occupational education programs.
- Supervising occupational education programs.
- Helping initiate curriculum development for programs.
- Assisting with the collection of information and development of materials to be used by teachers:

statistical information.

information regarding state and national trends in wage earning.

survey forms, teaching aids, evaluation materials.

statement of policies for teacher selection.

- Coordinating home economics programs with other fields of study in vocational education.
- Giving leadership in interpreting program to home economics teachers and to administrators at local and state levels.
- Developing occupational education files.

An *indirect* responsibility of this group is concerned with financial reimbursement. They may:

- Contribute to the establishment of a formula for distribution of funds.
- Oversee the distribution of funds.



It is possible for each home economics educator in her own particular situation to contribute in some way to the development of occupational education programs in home economics. One of our major objectives *must* be to expand programs where and when needed to include courses leading to competency in occupations requiring the specific skills and knowledge of home economics.

THE MINI (OR, IF YOU PREFER,  
PETITE OR MICRO) VACATION



There are mini-skirts, mini-blouses and, according to a recent fashion magazine, even mini-parties. Why not the mini-vacation for those too pressured and dead-line bound for a full-blown vacation?

It works like this. You have anywhere from one minute to several hours to spend mini-vacationing. So, you have yourself a good time, retain composure (and "cool"), and avoid a migraine headache or your own equivalent by doing something restful and refreshing.

What do people elect to do when they mini-vacation? Here are a few examples from our staff and co-workers. Perhaps they will give you some ideas for your own mini-vacations!

Bessie Hackett, Assistant in Home Economics Education

- Cook an exotic meal of foreign dishes
- Read the kids' textbooks, spy stories, and controversial books
- Go impulse shopping in a big dime store
- Have prolonged discussions with husband over coffee
- Play bridge, mahjong
- Have a family bowling session, make "book" on the side

Ann Stice, Assistant in Home Economics Education

- Stroll over family acreage with husband, noting growth of trees and shrubs in various seasons
- Sit and listen to 13-year-old when he wants to share something that is important to him

- Escape household chores and professional tasks and dig in the soil of the flower beds
- View the sunset from the back door overlooking the Sangamon River

Mary Mather, Associate Professor of Home Economics Education

- Use my hands in such tasks as polishing brass or silver, washing a window, mowing or trimming grass, doing a row or two of needle-point
- Window-shop in Lincoln Square Shopping Center
- Pause and look at the clouds or certain trees
- Leaf through a new magazine as soon as it arrives; get lost in new book
- Listen to classical records; attend a concert
- Write a letter to a friend
- Observe selection of groceries in baskets at the super-market and speculate about the situations in which they might be used
- Walk in new pathways whenever possible

Hazel Spitze, Assistant Professor of Home Economics Education

- Gather weeds and grasses and make an "arrangement from the vacant lot"
- Sleep late
- Telephone mother and sister and forget about the bill
- Lie on the bed and listen to daughter play the piano--or play duets with her
- Go to a new hairdresser
- Arrange to be alone in absolute silence for an hour
- Challenge anyone around to a game of ping-pong
- Repot flowers
- Ask 11-year-old son how he would solve a new problem and watch his mind operate
- Write something--a letter, an article, a poem
- Iron (the frustrations get smoothed away with the wrinkles)

Sharron Moody, Typist, Home Economics Education

- Wash and set hair in a new style
- Take a bike ride in the country
- Slide down the banister (3 flights)
- Play guitar and sing (?)
- Take a walk in the drizzling rain
- Make an original funny card for someone who has had a bad day

Joe Burnett, Associate Professor of Philosophy of Education

- Wish my mini-vacation were not so mini or that I had many more mini-vacations
- Wonder what I have forgotten to do in order to feel free to take a mini vacation

Ruth Gorrell, Secretary in Charge of Stenographic Services, College of Education

- When I take a mini-mini vacation, I  
breathe deeply  
pull in stomach, and  
"think" I have lost five pounds
- When I take a mini-vacation I: think, view the wonders of nature, enjoy something new and different, call family, reorganize and improve living habits, or, best of all, attend a football or basketball game or a symphony concert with friends

Stewart Jones, Chairman, Department of Educational Psychology, College of Education

- Study maps of places where I plan sometime to spend a non-mini vacation, e.g., the Glacier Wilderness Area, the Alcan Highway, and Northwest Ontario
- Daydream about the me that could have been<sup>3</sup>
- Make a batch of jam or jelly or several gallons of vegetable soup
- Feed and water squirrels, birds, and rabbits in my yard. Watch the antics of a catbird knocking caterpillars from an asparagus bush or a cardinal pulling a large tomato worm from a plant. (This last very quickly transports me from the hectic world of people to a simpler and more relaxing world.)

---

<sup>3</sup>Don't we all?--Editor



Mary Prah, Clerk-Typist III, Dean's Office

- Refinish furniture or make slip covers
- Bring photo album up to date
- Restore old dolls with wigs, arms, legs, and clothing

Joan Lorenz, Clerk-Typist II, Receptionist, Dean's Office

- Walk barefoot in fresh-cut grass
- Dig out my high school yearbook and read the inscriptions that my friends have written in it
- Look at my old snapshots and cringe
- Plan a crash diet
- Drive without a particular destination

Ron Goodman, Assistant in Home Economics Education

- Browse through libraries and campus book stores

Pat Esworthy, Clerk-Typist III, Dean's Office

- Build a snowman for my children after the first big snow
- Sit and watch my new dishwasher madly scrubbing my dirty dishes

Benjamin Cox, Assistant Professor of Secondary and Continuing Education

- Play the cornet
- Do wood work
- Mini-vacations have resulted in a pushmobile for the children, a coffee table, speaker enclosures for record players, and the refinishing of an oak table purchased at a sale

Emma Mae Whiteford, Visiting Professor, Home Economics Education

- Knit up a storm
- Invite friends for a meal; favorite dishes are chicken casserole, wine sauce; wild rice; and orange cheese cake
- Arrange program of records on hi-fi according to mood--currently favored records are the sound tracks from Camelot and Dr. Zhivago
- Hunt antiques at auctions and shops
- Grow roses, coral geranium, white petunias, cherry tomatoes, blueberries and strawberries

- Study atlas and travel folders in terms of where I want to go and whom I wish to visit when I have time for more than a petite vacation

J. Myron Atkin, Associate Dean, College of Education

- Pull out a nautical chart of an area I have sailed and relive some of the more exciting adventures
- Nostalgic for an accent from another part of the country, I call "information" in that area

Arlene Buhr, Secretary to Dean J. M. Atkin

- Play the organ and sing--a great way to relax! (One amusing incident occurred this past summer while I was playing the organ. The neighbors across the street came to my door and asked if they could listen to me for a while. They told me they had tried to listen from across the street, but I *wasn't* playing loudly enough for them to hear well enough. They requested that I play a little louder the next time!)
- Reading good fiction which does not require too much thinking. I like to read merely for fun and relaxation.
- Going to garage sales and looking for bargains
- Watching and participating in different sports such as miniature golf, bowling, basketball, and baseball
- Working crossword puzzles--especially crosspatches
- Cleaning the house

Betty Richards, Secretary, College of Education

- Browse through the latest "Antique Trader" to see what "antiques" I would love to have but couldn't possibly afford
- Make up a new blouse. I have a pattern that I mastered years ago and with my seldom-used (but with magic powers) electric sewing machine (I used a treadle from the dark ages previously) I can produce something new for work tomorrow.
- At the right season of the year and after a long day in the office, spend an hour in the back yard, with my wire-haired terrier barking every minute, pulling crab grass, my frustrations are worked off
- On a winter night--after stopping in the street and shoveling snow to get up the drive--build a fire in the fireplace and pop corn. Very effective for relaxing! (Again, the wire-haired dog enters the picture because he loves both popcorn and a fire burning.)

Elizabeth Simpson, Professor of Home Economics Education

- Stop at Kokoeffer's Record Shop in Campus Town. Browse, listen to records, visit with the proprietor, and purchase a record--or two, or three...
- Play records and sing. (Less attractive as a vacation since the upstairs neighbors asked whether there was something wrong with my record player because they thought the sound was distorted. This was after I had spent an enjoyable evening singing "Hello, Dolly" with Louis Armstrong and "Trouble Comes" with Mabel Mercer.)
- Go to bed early and read poetry. (Personal favorites: Robert Graves, Theodore Roethke, Edna St. Vincent Millay, and Stevie Smith--yes, Stevie Smith.)
- Write a poem and get feelings out. Recent ones have been dedicated to my noisy neighbor, age two.
- Buy a new mix, add this or that to it, bake, and see what results. (Apricot jam with the topping mix for coffee cake is nice.)

Katie Hamrick, Secretary, Department of Elementary Education, College of Education. Katie wrote a delightful little essay on the subject:

"Playing a violin by ear or note in the solitude of one's home may provide a welcome micro-vacation away from the sharper realities of everyday life. But most of all, I like to take to the out-of-doors for my soul-refreshing micro-vacation experiences.

"When I was introduced to Robert Browning's 'Pippa's Song'--

The year's at the spring,  
And day's at the morn;  
Morning's at seven;  
The hillside's dew-pearled;  
The lark's on the sing;  
The snail's on the thorn;  
God's in His heaven--  
All's right with the world!

in school, I saw and heard only a bunch of nonsensical words--I felt less. Now, this poem is one of my favorites; I have experienced what it says. I have taken an hour or so before work, or on a weekend, and have been up in the early morning in the spring, have come out of a woods to see a dew-pearled hillside in the sunlight, and have watched our horned larks fly and run across the fields while listening to others' tinkling songs. Getting out periodically this way has provided an opportunity to observe and wonder about such things as the very predictable succession of wildflowers and birds or the shedding of leaves in the fall followed by the bursting of buds and new growth in the spring. I've watched areas change from month to month and repeat the same changes the next year. I have seen these same areas over the

years and have seen that the plants and animals that are supposed to come into such areas at given points in time, do just that. From this, one gains not only pleasure but also comfort in knowing that in spite of momentary turmoil in the world or personal events that all IS all right with the world and that what has been before and is now will continue in a cyclic foreverness.

"So, comfortable shoes, slacks, a pair of binoculars and a good companion or two to share my experiences of a tramp in the out-of-doors provide for me the best way to take a short micro-vacation."

May Huang, Assistant in Home Economics Education

Cook Chinese food. Favorites are Peking duck, bean curd, and steamed rice dessert

Sing or hum Chinese songs and American folk songs

Make some of my own clothes

Read news, fashion, and review-of-literature magazines and

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the Home Economics Education  
Newsletter from China

Robert D. Cottingham, Assistant in Agricultural Education

The Editor of the *Illinois Teacher* asked Mr. Cottingham for a contribution to this article on the mini-vacation. It seemed to her that his statement, which follows, makes a fitting closing for this short article. We hope that *you* have found some ideas for your brief vacations among the suggestions given.

"Mini-vacations are not only valuable for faculty-staff members. They are essential for both undergraduate and graduate students, also. Their importance is indicated by the campus weekly rush to the beer halls and the weekend party at 'So and So's.' Every one has some need for the very brief vacation time.



"What constitutes a good mini-vacation? I should like to suggest the following criteria:

1. Provides for relaxation
2. Provides for pure enjoyment
3. Helps one escape the immediate situation
4. Results in the accomplishment of some good (mental, physical, or emotional, for self and, often, for others)

"With respect to this last point, I have, for example, paused to look up at the sky and felt refreshed and relaxed, and a little better prepared to handle the responsibilities that go with my various roles--student, graduate assistant, citizen, among others.

"Here are the things that I really like to do when I mini-vacation:

- Take a nice (slow or quick) walk to work in the sun and heat, rain, or cold and snow. It makes me feel in harmony with nature.
- Sit down and write a long over-due letter. This helps put me right with my world and the people in it.
- Put on a record by Johnny Rivers and do the twist with only closest friends looking on. This helps release inner tensions. (I think it's probably good for coordination and muscle development, also.)
- Finally, have a cup of coffee with a group of co-workers leaving behind the pressures of the morning or afternoon. Or, have it alone while listening to the wind howl or watching the fire in the fireplace. This helps put the happenings of the day back in perspective. I am ready to face my problems again."



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ANNOTATED BIBLIOGRAPHY ON PSYCHOMOTOR DOMAIN  
(References on development of skills and abilities)

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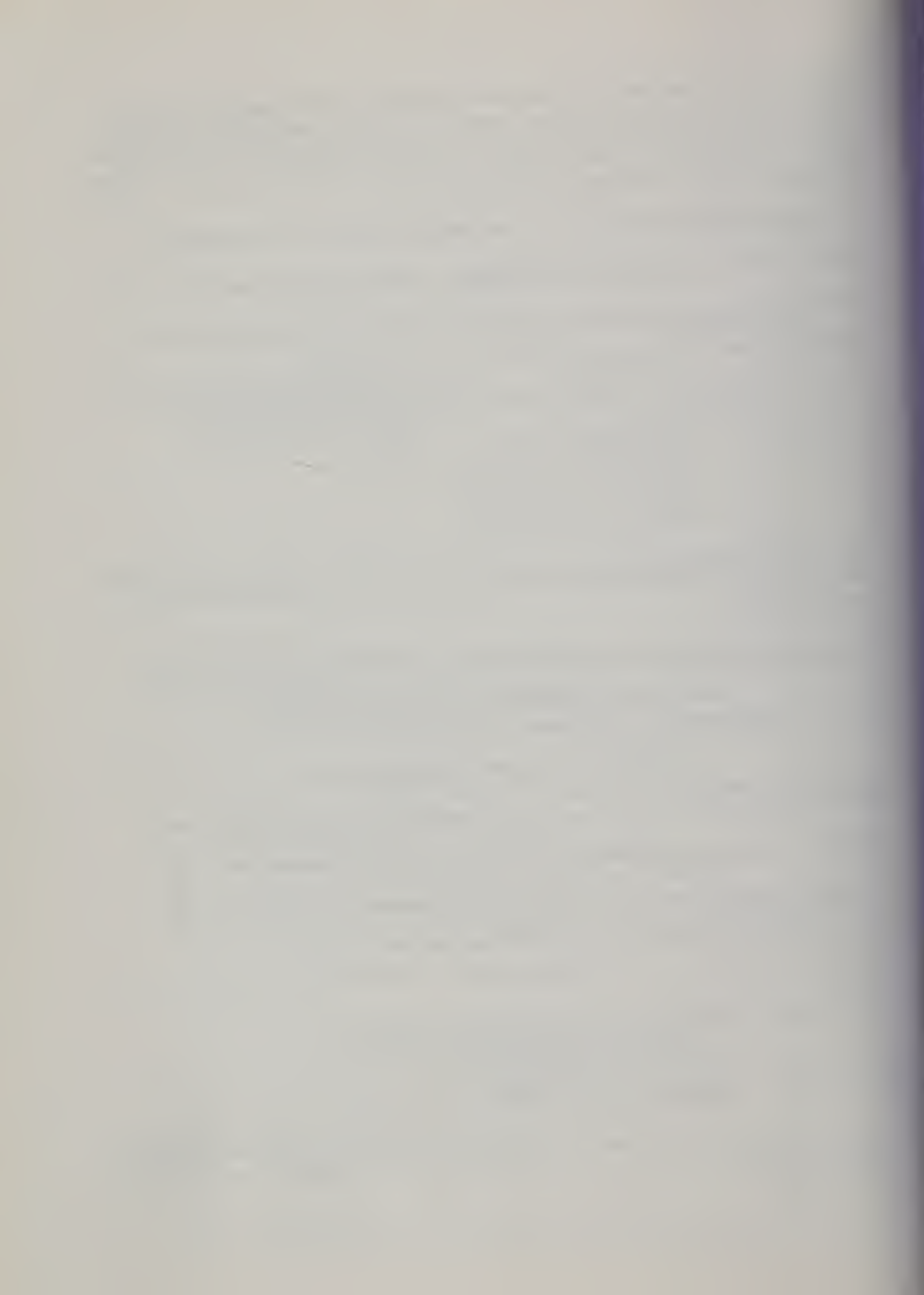
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## THE DECADE AHEAD: OPPORTUNITIES AND EXPECTATIONS

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|--|----|
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## FOREWORD

The first article in this issue of the *Illinois Teacher* is a partial summary by Ruth Midjaas and Eva Moore of a Cooperative Research Project recently conducted at the University of Illinois. Dr. Midjaas, formerly Ruth Whitmarsh of the home economics education staff, investigated knowledges in the area of child development for her doctoral dissertation, and her findings suggest implications for curriculum construction.

New challenges for home economics educators are developing in the mental health field. In an enlightening article, which describes a homemaking program in operation at Elgin State Hospital, Carol Hodgson suggests ways in which home economists can contribute to the rehabilitation of the mentally ill.

Many teachers in the emerging high school employment programs have indicated a need for routine forms which can be adapted for use in their particular situations. A set of forms is presented especially for teachers who are instituting new programs. It is hoped that this collection will prevent anxiety, save time, and conserve mental energy for these busy teachers. The sample items were developed by members of a graduate class at the University of Illinois, and they were compiled by Sandra Ervin, Rosa Brooks, and Jacquelyn Albright.

Three charts depicting cumulative levels of cognitive, affective and psychomotor learning are included in this issue. They are intended as a convenient reference for teachers. It is felt that graphic representation might make the three domains more meaningful.



--Bessie Hackett  
Editor for this issue



KNOWLEDGES IN CHILD DEVELOPMENT NEEDED BY MOTHERS  
OF INFANTS AND PRESCHOOL CHILDREN<sup>1</sup>

by

Ruth Whitmarsh Midjaas (left)

Eva Elliott Moore (below)<sup>2</sup>



---

<sup>1</sup>Partial summary of An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care, by Ruth Whitmarsh Midjaas. Cooperative Research Project No. OE 6-85-082, University of Illinois, Urbana, Illinois, 1966, 124 pp.

<sup>2</sup>Dr. Midjaas is Associate Professor and Head, Home Economics Education, Colorado State University, Fort Collins, Colorado. Mrs. Moore is Chairman, Home Economics Department, Delaware State College, Dover, Delaware.

One purpose of this study was to ascertain the knowledges in child development and guidance needed by mothers of infants and preschool children. Another purpose was to ascertain whether there were differences between the opinions of mothers and the opinions of college child development specialists concerning the knowledges needed by mothers of infants and preschool children.

In order to obtain opinions concerning the knowledges in child development and guidance needed by mothers of infants and preschool children, a questionnaire, developed by the investigators, was utilized in interviews with twenty mothers of preschool children and ten college child development specialists. The mothers selected for study were natural or adoptive mothers with at least one child under six years of age, who had assumed the responsibilities of motherhood three or more years, were members of the Home Economists in Homemaking section of the American Home Economics Association, had taken at least one course in child development at the college level, and reside in Champaign and Macon counties in Illinois. A random sample of twenty mothers was selected from those who met the above criteria. A random sample of ten was selected from a list of college child development specialists in Illinois.

The sample of mothers had completed an average of 16.4 years of formal schooling. The group had been mothers for an average of five years and had completed an average of 2.1 courses in child development at the college level. The child development specialists had completed an average of nineteen years of formal schooling, had taught child development a mean of 7.95 years and had completed an average of five courses in child development.

The questionnaire included 64 items of knowledge in child development and guidance pertaining to (1) emotional and social, (2) intellectual, and (3) physical and motor development of infants and preschool children. A numerical score ranging from one to five was judgmentally assigned by each interviewee to each item of knowledge in child development and guidance using the following key:

1. The performance of the job requires *no understanding* of this item.
2. The performance of the job requires *only limited understanding* of this item.
3. The performance of the job requires a *reasonable understanding* of this item.
4. The performance of the job requires a *considerable understanding* of this item.
5. The performance of the job requires a *thorough understanding* of this item.

### Objective

One major objective of this study was to ascertain the opinions of



child development specialists and mothers concerning the kind and depth of knowledge in child development and guidance needed by mothers of infants and preschool children.

Related to this objective, the following hypothesis was formulated: The depth of knowledge in child development and guidance needed by mothers is perceived differently by child development specialists than by the mothers themselves. It was assumed that college child development specialists would be the most knowledgeable group from which to obtain opinions concerning the knowledges in child development and guidance needed by mothers. Since a large proportion of the time and energy of mothers might be involved in the physical care of children and the mechanics of managing their homes, the investigators believed that they might tend to rate the items in the areas of social and intellectual development lower than the specialists.

The mean of the scores assigned by the interviewee was computed for each item. For purposes of this study, a mean score of 4.50 to 5.00 assigned to an item indicated that a thorough understanding of that item of knowledge was needed. A mean score of 3.50 to 4.45 indicated that a considerable understanding of the item was needed. A mean score of 2.50 to 3.45 indicated that a reasonable amount of understanding was needed for the particular item. An item of knowledge was considered to be needed if the mean score was 2.50 or greater.

There were no items of knowledge which required a thorough understanding as scored by the mothers of preschool children.

There were 55 items of knowledge in which a considerable understanding was needed as scored by the mothers of preschool children. These items are shown in Table 1 with comparison means as scored by the child development specialists.

Table 1

Items of Knowledge in Which a Considerable Understanding  
was Needed as Scored by Twenty Mothers, and Compared  
with Scores by Ten Child Development Specialists

| Item of Knowledge   | Mean Scores       |                       |
|---|-------------------|-----------------------|
|   | CD                |                       |
|   | Mothers<br>N = 20 | Specialists<br>N = 10 |
| Physical and Motor Development of Infants and Preschool Children                    |                   |                       |
| 1. Understanding of nutritional needs of infants                                    | 4.00              | 3.70                  |
| 2. Understanding the nutritional needs of pre-school children                       | 4.35              | 4.00                  |
| 3. Understanding the eating behavior patterns (e.g., food habits)                   | 4.00              | 3.80                  |
| 4. Understanding methods of preparing food for preschool children                   | 3.60              | 3.90                  |
| 5. Understanding methods of weaning from breast to bottle and/or from bottle to cup | 3.55              | 3.90                  |

|     |   |      |      |
|-----|---|------|------|
| 6.  | Understanding the importance of encouraging self-help in dressing the preschool child                 | 3.90 | 4.50 |
| 7.  | Understanding how to care for clothing of infants and preschool children                              | 3.50 | 3.20 |
| 8.  | Understanding the importance of personal cleanliness (for adult and child) as related to child care   | 3.90 | 4.20 |
| 9.  | Understanding the importance of sanitation of facilities and equipment as related to child care       | 4.15 | 3.90 |
| 10. | Understanding health and safety measures (immunization, regular medical check-ups, supervised play)   | 4.45 | 4.50 |
| 11. | Understanding care of children's minor illnesses and common diseases of childhood                     | 4.15 | 3.90 |
| 12. | Understanding care of the cutaneous system (skin, hair, nails, etc.)                                  | 3.55 | 3.20 |
| 13. | Understanding the development and care of children's teeth  | 3.90 | 3.80 |
| 14. | Understanding the sleep needs of infants and preschool children                                       | 3.55 | 3.50 |
| 15. | Understanding the physical environment and emotional atmosphere needed for sleep                      | 3.55 | 3.80 |
| 16. | Understanding children's need for exercise and activity   | 3.80 | 4.40 |
| 17. | Understanding the toilet training methods   | 3.90 | 4.60 |
| 18. | Understanding methods of handling children's sex behavior and sex interests                           | 4.00 | 4.70 |
| 19. | Understanding the reflexes (swallowing, sneezing, coughing, sucking, etc.) which are present at birth | 3.60 | 2.90 |
| 20. | Understanding the order in which physical and motor development occurs in children                    | 3.80 | 3.70 |
| 21. | Understanding the individual differences in physical and motor development in children                | 4.15 | 4.00 |
| 22. | Understanding how to guide children's motor development   | 3.90 | 3.90 |
| 23. | Understanding how to select children's play materials and equipment                                   | 4.05 | 4.20 |
| 24. | Understanding the techniques of caring for the needs of several preschool children at one time        | 4.50 | 3.70 |

#### Emotional and Social Development of Infants and Preschool Children

|     |  |      |      |
|-----|--|------|------|
| 25. | Understanding the basic emotional and personality needs of individuals           | 4.25 | 4.40 |
| 26. | Understanding the symptoms of serious behavior problems                          | 4.20 | 4.10 |
| 27. | Understanding the factors determining personality development                    | 4.15 | 4.00 |
| 28. | Understanding the development and duration of children's attitudes and interests | 4.10 | 4.00 |

|     |  |      |      |
|-----|--|------|------|
| 29. | Understanding the individual differences in emotional and social development   | 4.20 | 4.20 |
| 30. | Understanding the role of guidance in handling children's frustrations and tension outlets (tantrums, thumb-sucking, etc.) | 4.25 | 4.40 |
| 31. | Understanding ways of handling sibling rivalry (jealousy among brothers and sisters)                                       | 4.15 | 4.20 |
| 32. | Understanding ways of helping children overcome common fears   | 3.95 | 4.20 |
| 33. | Understanding emotional aspects involved in establishing eating habits   | 3.80 | 4.10 |
| 34. | Understanding the stages (steps of development) of emotional growth.   | 3.75 | 3.90 |
| 35. | Understanding the importance of group experience in the social development of children                                     | 4.10 | 4.10 |
| 36. | Understanding the importance of social development in children   | 3.95 | 4.10 |
| 37. | Understanding the importance of studying (observing, comparing) emotional and social development in children               | 3.80 | 2.90 |
| 38. | Understanding ways to guide group play among children  | 3.65 | 3.60 |
| 39. | Understanding the moral development of children (e.g., honesty)  | 4.30 | 3.80 |
| 40. | Understanding the importance of adult models in determining behavior, values and attitudes of children                     | 4.25 | 4.40 |
| 41. | Understanding how children acquire religious ideals  | 3.90 | 3.80 |
| 42. | Understanding the importance of discipline in the development of self-control in children                                  | 4.25 | 4.30 |
| 43. | Understanding the emotional and social adjustment problems of physically or mentally handicapped children                  | 3.85 | 4.20 |
| 44. | Understanding the importance of recognizing differences in cultural values   | 3.90 | 3.50 |

#### Intellectual Development of Infants and Preschool Children

|     |   |      |      |
|-----|---|------|------|
| 45. | Understanding language development patterns of young children   | 3.65 | 3.70 |
| 46. | Understanding the relationship of the development of the senses to learning ability in children                     | 3.70 | 3.10 |
| 47. | Understanding factors which influence language development in children  | 3.85 | 4.00 |
| 48. | Understanding the influence of formal and informal learning experiences on the intellectual development of children | 4.10 | 3.90 |
| 49. | Understanding the development of reasoning and problem solving ability in children                                  | 3.85 | 3.30 |
| 50. | Understanding children's use of imitation and imagination   | 3.85 | 4.10 |

|  |      |      |
|--|------|------|
| 51. Understanding how children learn (principles of learning)  | 4.25 | 3.40 |
| 52. Understanding the importance of experiences such as trips and caring for animals and plants in the lives of young children | 3.90 | 3.90 |
| 53. Understanding the importance of creative expression in children  | 4.00 | 4.10 |
| 54. Understanding how to select stories, poems, television, movies, comics, records, and music for young children              | 4.25 | 4.00 |
| 55. Understanding the importance of sex education for young children   | 4.15 | 4.20 |

There were nine items of knowledge which required a reasonable understanding as scored by the mothers of preschool children. See Table 2.

Table 2

Items of Knowledge in Which a Reasonable Understanding was Needed as Scored by Twenty Mothers, and Compared with Scores by Ten Child Development Specialists

| Item of Knowledge  | Mean Scores       |                             |
|--|-------------------|-----------------------------|
|  | Mothers<br>N = 20 | CD<br>Specialists<br>N = 10 |
| Physical and Motor Development of Infants and Preschool Children   |                   |                             |
| Understanding ways of feeding infants  | 3.40              | 3.60                        |
| Understanding methods of preparing food for infants  | 3.00              | 3.40                        |
| Understanding the methods and equipment used for bathing babies  | 3.25              | 3.40                        |
| Understanding how to diaper and dress infants  | 3.35              | 3.80                        |
| Understanding how to select clothing for infants   | 3.25              | 3.60                        |
| Understanding how to select clothing for the preschool child   | 3.45              | 3.80                        |
| Understanding the functions of glands of external and internal secretion   | 3.20              | 2.30                        |
| Understanding ways of caring for children's play materials and equipment   | 3.00              | 3.50                        |
| Intellectual Development of Infants and Preschool Children   |                   |                             |
| Understanding the process and development of sensory perception and judgment in children (abilities to judge distance, weight, number, and time) | 3.40              | 2.70                        |

The sample of mothers indicated by their scores that a mother of a preschool child needs at least a reasonable understanding of all items of knowledge in child development and guidance listed on the questionnaire.



Seven additional items of knowledge in child development and guidance were suggested by the mothers interviewed. They are as follows:

1. Understanding the importance of teaching children to care for and respect their own possessions and those of others.
2. Understanding the methods of discipline.
3. Understanding the importance of experience in guiding groups of children.
4. Understanding the importance of patience as it pertains to child care.
5. Understanding relationships with grandparents pertaining to child care.
6. Understanding the importance of educating parents concerning the activities and health care in child care centers.
7. Understanding the importance of the physical layout in facilitating child care.

The child development specialists suggested two additional items of knowledge in child development and guidance needed by mothers. They are as follows:

1. Understanding the importance of physical and emotional prenatal care.
2. Understanding the child's need for affection and security.

Since there was no statistically significant difference between means of the scores assigned by mothers and child development specialists on any of the 64 items, the hypothesis that the depth of knowledge in child development and guidance needed by mothers is perceived differently by child development specialists than by mothers themselves was rejected. Support of the mothers' views by the professional group suggests the conclusion that the mothers were capable of making sound judgments regarding the knowledges needed to perform their job.

### Summary and Implications

The twenty mothers indicated that mothers need a *considerable understanding* of most of the sixty-four items of knowledge in child development and guidance. Since a large proportion of girls do not attend college, it is recommended that increased emphasis be placed on child development at the high school level with opportunity for laboratory experiences with children. It appears to the investigators that such training, supplemented by practical experience, could profitably be included as an integral part of the secondary school curriculum. Increased availability of opportunities for parent education and family life workshops for students and entire families is also recommended.

It is assumed that the results of this study and the foregoing



recommendations would be utilized as one basis for developing the curriculum in child development. Length of time spent on any aspect or combination of understandings, sequence of presentation, age, and grade levels at which the understandings would be presented would be based on other evidence. It should also be noted that this study was limited to items of knowledge and understandings. It is assumed that the study of child development and guidance would also include the fostering of favorable attitudes concerning child care and the application of understandings as well as some knowledge of the principles, concepts, and major topics in child development.

## THE BUSINESS OF LIVING

Carol Ann Hodgson<sup>3</sup>

Dynamic new philosophies and programs are increasingly being injected into today's modern mental hospitals by trained, experienced people from multitudes of professions, including home economics.

Recently, an organized "glamour therapy" program was initiated at California's Napa State Hospital. The dramatic effects that were visible in the participating women patients focused the attention of many mental health professionals on the basic elements of daily living, such as personal grooming, housekeeping, and relationships that would be encountered by patients upon their return to the community.

In June, 1966, this same principle of "glamour therapy" was adopted at Elgin State Hospital and became the basis for the homemaking program established at the hospital in June, 1966, under the auspices of the Vocational Rehabilitation Department. Additional ideas and materials were gathered from other mental health institutions throughout the United States and from some small experimental groups at Elgin State Hospital (Appendix A).

The program at Elgin State Hospital emphasizes personal, social and employment adjustment experiences, as well as homemaking instruction. In a four-month period, 30 mentally ill women, acute and chronic, participated in the program which was conducted in the transitional homemaking facility, a five-room, furnished apartment located on the hospital grounds (see Figure 1).

The most significant aspect of the program in the apartment facility is the opportunity it provides for these women to experience homemaking in a realistic setting, emphasizing, as does all rehabilitation, re-education and reintegration of each person back into the community. By involvement in a comprehensive program, the female patient gains up-to-date knowledge, renews old skills, develops new skills, and builds confidence in homemaking. A realistic approach bridges the gap between hospital and community life. It utilizes community resources such as the retail store, newspaper, library, and employment bureau and provides for "work therapy" within and outside the hospital.

Viewed in this way, homemaking rehabilitation would have three realms: homemaking, living and vocational (Figure 2).

---

<sup>3</sup>Miss Hodgson was instrumental in establishing the homemaking program at Elgin State Hospital. She is presently engaged in similar work in California.

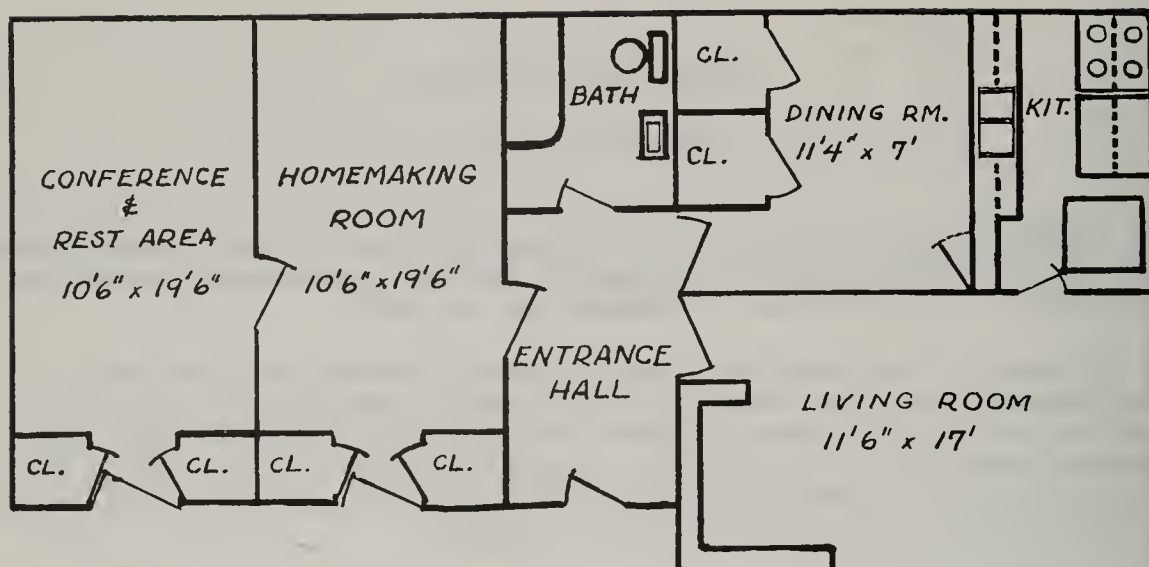


Figure 1

The homemaking realm prepares the homemaker to return to her family reoriented toward family living, care of the family, and management of a household. The vocational realm aids women who are or will be engaged in a wage-earning occupation related to an area of home economics. The personal living realm comprises knowledges needed by both the homemaker-oriented person and the wage-earner, creating a fine line of distinction as far as the instructional program is concerned.

In order to fulfill the needs of each individual patient, the home economist needs to consider all three areas defined above. Both the homemaking and vocational realms incorporate knowledge and competence in the business of daily living, such as roles of women and men, personal grooming, social graces, and many more. If the woman is returning to her home and family, she may need more intensive study of one or more phases of homemaking, such as family relationships and home management. If entering competitive employment, she may use one of the hospital's departments, such as the laundry, as a training center for specialized instruction in her occupation.

Program organization and structure are vital in order to provide maximum benefits. The following outline suggests a model for organization.

#### A. Realms

- 1) Homemaking--for women who are returning to an independent living arrangement.
- 2) Personal living--for women who are returning to their own homes and immediate families.
- 3) Vocational--for women who are returning to a wage-earning occupation related to homemaking.

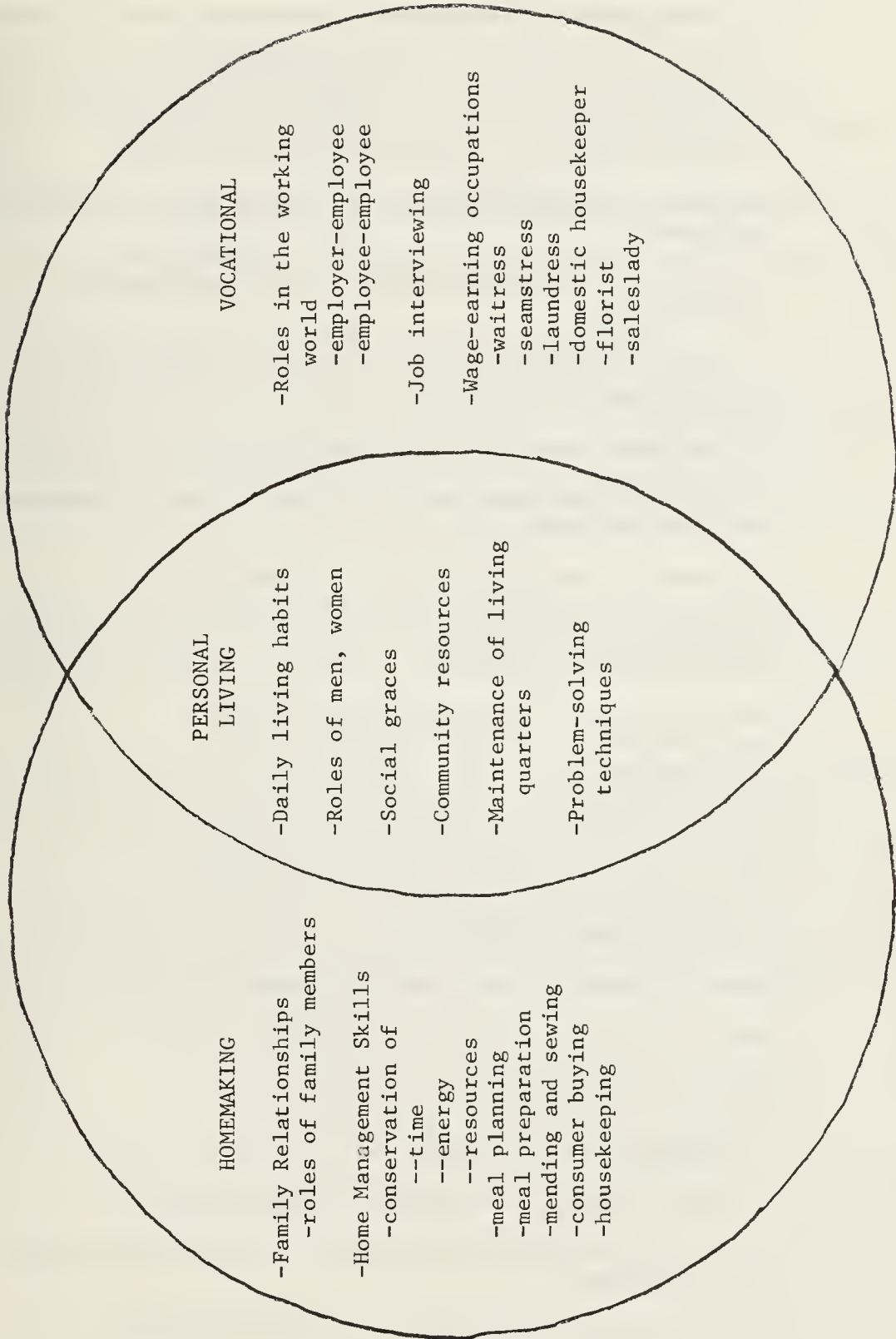


Figure 2

B. Patient goals

- 1) To become aware of strengths and weaknesses in skills needed for homemaking and other aspects of living.
- 2) To develop more ability in communicating with others.
- 3) To become involved in interpersonal relationships.
- 4) To become more motivated to learn how to handle homemaking problems.
- 5) To use self-evaluation in order to meet problems more realistically.
- 6) To learn more about values in relation to expenditures of time, energy and money.
- 7) To gain more vocational knowledge and skill in homemaking.
- 8) To increase confidence in the ability to handle homemaking problems successfully.
- 9) To develop a feeling of worth as a homemaker.
- 10) To learn how to control the environment in order to deal with particular problems.

C. Methods of referral to the homemaking program

- 1) Self (patient)
- 2) Team or staff

D. Criteria for the patient to qualify for referral

- 1) Is considered dischargeable.
- 2) Shows evidence of remission of symptoms.
- 3) Feels need for this kind of program.
- 4) Displays competence in basic living skills.
- 5) Is adapted to medication(s).
- 6) Is able to handle some degree of responsibility.
- 7) Is able to generalize information for application in own life situation.
- 8) Is in good physical health and without infection.

E. Responsibilities of the Vocational Rehabilitation Home Economics Counselor



- 1) Attending rehabilitation staff meetings.
- 2) Coordinating apartment activities and maintain files.
- 3) Regulating supplies.
- 4) Preparing progress notes for medical records and submitting them to team.
- 5) Attending seminars, classes, staffings within the hospital.
- 6) Maintaining a follow-up record on each patient participating in program.
- 7) Submitting monthly reports as required.

Other areas of homemaking rehabilitation which need further development are follow-up services and homemaking for the male patient and the adolescent girl. Follow-up services after discharge, for those who participated in the homemaking program, would provide a vital step in helping the woman, homemaker or wage-earner, meet difficult living situations before or as they arise. These services should reduce the likelihood of rehospitalization.

There is an apparent need for male patient participation in a home economics rehabilitation program. This need is rarely--if at all--met. It requires specialized instruction which is presently being investigated at Elgin State Hospital.

Another area requiring further development is homemaking education for the adolescent girl. Besides needing a background in home economics, she can profit from identification with the image of the homemaker. Institutions are beginning to recognize the needs of the maturing young woman and are including home economics in their special education programs.

A great many challenges face the home economist interested in working in the field of mental health. Home economics as a varied, extensive, and adaptable subject provides her with vast resources for guiding and assisting the emotionally ill person in the business of living--at home, at work, and in the community.

## APPENDIX A

### Mental Health Institutions with Homemaking Programs

#### Institutions providing special facilities for homemaking instruction

##### KITCHEN

Winnebago County Hospital, Winnebago, Wisconsin  
Marinette County Hospital, Peshtigo, Wisconsin  
Rochester State Hospital, Rochester, New York

##### APARTMENT

Elgin State Hospital, Elgin, Illinois  
Creedmoor State Hospital (in process January 1966)  
Central State Hospital, Norman, Oklahoma  
Des Moines, Iowa (discontinued due to personnel change)  
Milwaukee County Mental Health Center, Milwaukee, Wisconsin  
Anna State Hospital, Anna, Illinois (discontinued due to personnel change)  
Eastern Oregon Hospital and Training Center, Pendleton, Oregon  
Fairview Hospital and Training Center, Salem, Oregon  
Rehabilitation Center, Oakdale, Iowa (TB Sanatorium)  
State Hospital #3, Nevada, Missouri (in process December 1965)  
Mental Health Institute, Independence, Iowa

##### HOUSE

Chicago State Hospital, Chicago, Illinois  
Central Hospital, Anchorage, Kentucky  
Outagamie County Hospital, Appleton, Wisconsin

#### Institutions offering classes in homemaking instruction

Anna State Hospital, Anna, Illinois  
Eastern State Hospital, Lexington, Kentucky  
Western State Hospital, Weston, West Virginia  
State of Rhode Island Medical Center, Howard, Rhode Island  
Chicago State Hospital, Chicago, Illinois (adolescent program)  
Evansville State Hospital, Evansville, Indiana  
Arkansas State Hospital, Little Rock, Arkansas  
Osawatomie State Hospital, Osawatomie, Kansas  
Milledgeville State Hospital, Milledgeville, Georgia



Several women with sewing experience assist Miss Hodgson in instructing others. Besides basic sewing techniques, students learn to read catalogues and to select patterns and fabrics.



Family living discussions center on the family unit and often are the motivating force which propells a woman into sewing, cooking and grooming projects within the apartment facility. Miss Hodgson is at the left.



"Good grooming habits are important not only to the career woman, but also to the wife and mother," Miss Hodgson stresses, as she assists a patient in hair setting and styling.

Forms for Use in an Employment Program



## FORMS FOR USE IN AN EMPLOYMENT PROGRAM

The following sample forms may be used in the coordination and development of an employment education program at the high school level. A teacher may wish to adapt them to fit her individual needs.

| <u>Number</u> |  | <u>Page</u> |
|---------------|--|-------------|
| #1            | Survey of the Employment Community . . . . .                   | 76          |
| #2            | Letter to Potential Employer . . . . .                         | 78          |
| #3            | Schedule for Interviewing a Prospective Employer . . . . .     | 79          |
| #4            | Observation Guide for Food Service Establishment . . . . .     | 81          |
| #5            | Observation Guide for Child Care Center. . . . .               | 83          |
| #6            | Observation Guide for Home for the Aging . . . . .             | 85          |
| #7            | Description of the Home Economics Employment Program . . . . . | 87          |
| #8            | Letter to Parents. . . . .                                     | 88          |
| #9            | Parent Approval Form . . . . .                                 | 89          |
| #10           | Personal Data and Student Application Form . . . . .           | 90          |
| #11           | Health, Attendance, and Disciplinary Record . . . . .          | 92          |
| #12           | Guidance Information Summary . . . . .                         | 93          |
| #13           | Student Agreement. . . . .                                     | 95          |
| #14           | Training Agreement With Employer . . . . .                     | 96          |

## FORM #1

## Survey of the Employment Community

Name \_\_\_\_\_  
(The area comprising the employment community may require definition.)

## POPULATION CHARACTERISTICS:

Size \_\_\_\_\_ Mobility \_\_\_\_\_ Stability \_\_\_\_\_

Age Distribution \_\_\_\_\_

Growth Pattern \_\_\_\_\_

## SOCIO-ECONOMIC FACTORS:

Influence of Religious Groups \_\_\_\_\_

Influence of Organizations \_\_\_\_\_

Cultural Backgrounds \_\_\_\_\_

Influence of Union(s) \_\_\_\_\_

## MISCELLANEOUS INFORMATION:

Average Salary \_\_\_\_\_ Salary Range \_\_\_\_\_

Minimum Wage Regulations \_\_\_\_\_

Cost of Living \_\_\_\_\_

Training Agencies \_\_\_\_\_

Employment Agencies \_\_\_\_\_

School/Community Relations (evidence of cooperation, i.e., support student projects, scholarship, student luncheon speakers)

Unemployment Statistics \_\_\_\_\_

Comments \_\_\_\_\_

Developed by: Patricia Rotz, Nancy Wehlage,  
Jan Gund, Sandra Ervin,  
Gail Heiaari



## FORM #2

## Letter to Potential Employer

Dear Mr. \_\_\_\_\_:

The Home Economics Department of \_\_\_\_\_ High School has expanded its program to include a course in preparation for occupations related to home economics. This cooperative course combines on-the-job experiences with study at school in a work-related class. Student participants are allotted blocks of time in their schedules for work experience. Although they are enrolled in the course for the entire school year, their continuance into full-time employment could occur at the discretion of the employer.

This cooperative program will be of service to our community by helping young people to develop marketable skills. It will provide businesses with competent workers and will allow employers to participate in training.

Since your business has excellent opportunities for work experience related to home economics, we are hoping that you might consider the possibility of establishing a training station for our program. I shall appreciate discussing this with you and will be contacting you in the near future to arrange for an interview.

Sincerely yours,

\_\_\_\_\_  
Coordinator  
Home Economics Employment  
Program

Developed by: Evelyn Cooksey  
Pat Olson  
Francies R. Thomas  
Beulah T. Walker

## FORM #3

## Schedule for Interviewing a Prospective Employer

Name of employer \_\_\_\_\_ Date \_\_\_\_\_

Type of business \_\_\_\_\_ Address \_\_\_\_\_

Nature of employment:

1. Number of persons employed: M \_\_\_\_\_ F \_\_\_\_\_
2. Age range of employees \_\_\_\_\_ to \_\_\_\_\_
3. Entry level job \_\_\_\_\_
4. Types of jobs (example: nursing home has nurses aides and workers in food service, laundry, housekeeping, etc.):

| Jobs  | Education, experience,<br>or training required | Physical re-<br>quirements | Dress re-<br>quirements | Provided<br>by whom? |
|-------|--|----------------------------|-------------------------|----------------------|
| _____ | _____  | _____                      | _____                   | _____                |
| _____ | _____  | _____                      | _____                   | _____                |
| _____ | _____  | _____                      | _____                   | _____                |
| _____ | _____  | _____                      | _____                   | _____                |
| _____ | _____  | _____                      | _____                   | _____                |

5. Beginning wages \_\_\_\_\_ Hours of work \_\_\_\_\_

Possibilities for student employment:

YES NO

1. Do you employ high school students before graduation? \_\_\_\_\_
2. Do you employ young people immediately after high school graduation? \_\_\_\_\_
3. Do workers need special training or experience to qualify for jobs in your business? \_\_\_\_\_
4. Could the school aid in a training program for work in your business? \_\_\_\_\_
5. If so, what type of training would be most useful?

(Specify area)

- |                                 |                                 |
|---------------------------------|---------------------------------|
| _____ General work habits       | _____ Knowledge _____           |
| _____ Personal qualities        | _____ Principles _____          |
| _____ Personal appearance       | _____ Manipulative skills _____ |
| _____ Relationships with others | _____ Procedures _____          |
| _____ Safety and sanitation     | _____ (Other) _____             |



6. What special personal qualities would you like the worker to possess?

- |  |   |
|--|---|
| <input type="checkbox"/> Promptness or punctuality         | <input type="checkbox"/> Courtesy                     |
| <input type="checkbox"/> Dependability                     | <input type="checkbox"/> Creativity                   |
| <input type="checkbox"/> Friendliness                      | <input type="checkbox"/> Enthusiasm for learning      |
| <input type="checkbox"/> Cooperativeness                   | <input type="checkbox"/> Enthusiasm for work          |
| <input type="checkbox"/> Honesty                           | <input type="checkbox"/> Ability to work with others  |
| <input type="checkbox"/> Good grooming,<br>neat appearance | <input type="checkbox"/> Ability to follow directions |
| <input type="checkbox"/> Poise                             | <input type="checkbox"/> Initiative                   |
| <input type="checkbox"/> Self-confidence                   | <input type="checkbox"/> Orderly habits               |
| <input type="checkbox"/> Politeness                        | <input type="checkbox"/> Physical stamina             |
|  | <input type="checkbox"/> Others (specify)             |

\_\_\_\_\_

\_\_\_\_\_

7. If \_\_\_\_\_ school had a training program, would you be willing to cooperate with the program? \_\_\_\_\_

8. About how many students could you use in your business? \_\_\_\_\_

9. To whom would the student apply? \_\_\_\_\_

10. What duties would a student-employee perform in a typical day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Are there duties connected with the work which might be undesirable for high school students? \_\_\_\_\_

12. What are the opportunities for advancement in your business?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Developed by: Edith Reiley  
Beulah Walker  
Ann Rust  
Rosa Brooks

## FORM #4

## Observation Guide for Food Service Establishment\*

Name of establishment \_\_\_\_\_ Observer \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

## FOOD SERVICES:

Seating Capacity \_\_\_\_\_ Rooms (number and type) \_\_\_\_\_

| Types of services:                      | Accommodations for eating:                | Service personnel:                       |
|---|---|--|
| <input type="checkbox"/> Cafeteria      | <input type="checkbox"/> Booths           | <input type="checkbox"/> Host            |
| <input type="checkbox"/> Buffet         | <input type="checkbox"/> Counter          | <input type="checkbox"/> Hostess         |
| <input type="checkbox"/> Automatic food | <input type="checkbox"/> Tables           | <input type="checkbox"/> Cashier         |
| <input type="checkbox"/> dispenser      | <input type="checkbox"/> Others (specify) | <input type="checkbox"/> Steam table     |
| <input type="checkbox"/> Short-order    |   | <input type="checkbox"/> workers         |
| <input type="checkbox"/> self-service   |   | <input type="checkbox"/> Bus boy         |
| <input type="checkbox"/> Dining room    |   | <input type="checkbox"/> Waitress        |
| <input type="checkbox"/> service        |   | <input type="checkbox"/> special uniform |
|   |   | <input type="checkbox"/> white uniform   |
|   |   | <input type="checkbox"/> apron           |
|   |   | <input type="checkbox"/> hair net        |

Type of menu: Table coverings:

|  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> A la carte    | <input type="checkbox"/> tablecloths |
| <input type="checkbox"/> Table d'hôte  | <input type="checkbox"/> place mats  |
| <input type="checkbox"/> Daily special | <input type="checkbox"/> none        |

Items on the table: Items available at service buffet:

|   |   |
|---|---|
| <input type="checkbox"/> Salt & pepper    | <input type="checkbox"/> Silver           |
| <input type="checkbox"/> Sugar            | <input type="checkbox"/> Glasses          |
| <input type="checkbox"/> Ash tray         | <input type="checkbox"/> Water            |
| <input type="checkbox"/> Napkin dispenser | <input type="checkbox"/> Coffee           |
| <input type="checkbox"/> Others (specify) | <input type="checkbox"/> Plates           |
|   | <input type="checkbox"/> Cups             |
|   | <input type="checkbox"/> Others (specify) |

## FOOD RECEIVING AND PREPARATION CENTER:

Procedures for purchasing:

Facilities for receiving, storing, issuing:

\*This form, in addition to the interview schedule, may be used when visiting a prospective training station.

Provisions for clean-up:

Glassware

Silverware

Dishware

Surfaces

Garbage disposal

Procedures and equipment for food preparation:

Preliminary

Cooking

Finishing

IMPRESSIONS OF THE ESTABLISHMENT AND PERSONNEL

Atmosphere

Appearance of employees

Manners of employees

Attitudes of management

Sanitary conditions and procedures

Developed by: Edith Reiley, Buelah Walker,  
Ann Rust, Rosa Brooks

## FORM #5

## Observation Sheet for Child Care Unit\*

Name of establishment \_\_\_\_\_ Observer \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Number of children in unit \_\_\_\_\_ Age range \_\_\_\_\_

FACILITIES:

COMMENT:

Food:

☐ Kitchen☐ Storage☐ Service

Water:

☐ Outdoor☐ Indoor☐ Fountain

Rest:

☐ Separate room☐ Beds or cribs☐ Bedding☐ Darkened area

Illness:

☐ Separate room☐ First aid kit

Bathroom:

☐ Child-size toilet☐ Low sink☐ Steps or blocks

\*This form, in addition to the interview schedule, may be used when visiting a prospective training station.

## PROVISIONS FOR ACTIVITIES

- |   |   |
|---|---|
| <input type="checkbox"/> Hard surface patio | <input type="checkbox"/> Record player    |
| <input type="checkbox"/> Sandbox            | <input type="checkbox"/> Clay             |
| <input type="checkbox"/> Tricycles          | <input type="checkbox"/> Others (specify) |
| <input type="checkbox"/> Step-slide         |   |

## Safety features:

- |  |  |
|--|--|
| <input type="checkbox"/> Fenced-in play area | <input type="checkbox"/> Firmly placed equipment |
| <input type="checkbox"/> Protected window    | <input type="checkbox"/> Others (specify)        |

## Personnel (indicate number in each position):

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Director   | <input type="checkbox"/> Nurse      |
| <input type="checkbox"/> Teachers   | <input type="checkbox"/> Janitors   |
| <input type="checkbox"/> Assistants | <input type="checkbox"/> Cook       |
| <input type="checkbox"/> Trainees   | <input type="checkbox"/> Chauffeurs |
|                                     | <input type="checkbox"/> Volunteers |

## Impressions of establishments and personnel:

Atmosphere

Personal appearance

Management

Sanitary Procedures

Developed by: Edith Reiley  
 Beulah Walker  
 Ann Rust  
 Rosa Brooks



## FORM #6

## Observation Sheet for Home for the Aging\*

Name of home \_\_\_\_\_ Observer \_\_\_\_\_

Name of administrator \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ No. of occupants \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

Type of ownership \_\_\_\_\_  
(private, hospital, affiliated, county, etc.)

Type of building:

External appearance of property:

\_\_\_ Converted family residence

\_\_\_ Built for purpose

\_\_\_ Other \_\_\_\_\_

\_\_\_ Stories

\_\_\_ Sunroom

\_\_\_ Porch

\_\_\_ Yard space

Interior:

\_\_\_ Number of floors used by occupants

\_\_\_ Number of rooms used by occupants

\_\_\_ Number of persons per room

How are occupants grouped? \_\_\_\_\_

Location of bathrooms \_\_\_\_\_

Location of steps \_\_\_\_\_ wide \_\_\_\_\_ narrow \_\_\_\_\_

Halls \_\_\_\_\_ wide \_\_\_\_\_ narrow \_\_\_\_\_

Lounges \_\_\_\_\_

Other special rooms \_\_\_\_\_  
(beauty shop, therapy, etc.)

Cleanliness and sanitation: (evidence shown or lacking)

Floors \_\_\_\_\_

Windows \_\_\_\_\_

Woodwork \_\_\_\_\_

Walls \_\_\_\_\_

Furnishings \_\_\_\_\_

Kitchen \_\_\_\_\_

Dining area \_\_\_\_\_

Toilets \_\_\_\_\_

Is the facility free of odor? \_\_\_\_\_

Is there adequate light? \_\_\_\_\_

\*This form, in addition to the interview schedule, may be used when visiting a prospective training station.

## Decoration:

Are harmonious colors used in rooms and furnishings? \_\_\_\_\_

Are colors cheerful, yet restful? \_\_\_\_\_

## Laundry and housekeeping facilities:

Are they well organized? \_\_\_\_\_

Are they well equipped? \_\_\_\_\_ List equipment used \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Safety provisions:

## Provisions for preparation and service of food:

## Impressions:

Personal appearance of: employees \_\_\_\_\_; occupants \_\_\_\_\_

Attitudes (if evidenced) of: employees \_\_\_\_\_; occupants \_\_\_\_\_

General atmosphere:

## FORM #7

## The Home Economics Employment Program

(Letter enclosure, flier, basis for speech, etc.)

## Student participants:

1. Students who desire work experience related to a career.
2. Terminal students who will seek employment upon graduation.
3. Potential drop-outs who might leave school without a marketable skill.

## Objectives of the program:

1. To train students to obtain and retain jobs.
2. To alert students to the possible job opportunities that exist in home economics related occupations.
3. To help students develop the personal characteristics that are necessary in the world of work.
4. To help students recognize that additional training can offer job advancement opportunities.
5. To help industry become aware of the assistance that the school may give through the cooperative job training program.

## Organization of the program:

Students in the work program will be given classroom instruction that is directly coordinated with their work experience. The instructor will teach this course and will make on-the-job visits to coordinate work experience with classroom instruction. The students enrolled shall receive one credit for the coordinated class work and one credit, plus pay, for the work experience.

Work in other home economics classes is offered to strengthen preparation and reinforce work experience.

Adapted by Verona Ballow and Ann Baughman  
from material used by East Leyden High School

## FORM #8

## Letter to Parents

Dear Parent:

The Home Economics Department of \_\_\_\_\_ High School has expanded its program to include a course to prepare students for occupations related to home economics. This course combines on-the-job training with study at school in a work-related class. Student participants have time in their schedules for work experience. Although they are enrolled in the course for the entire school year, their continuance into full-time employment could occur at the wish of the employer.

This cooperative program will be of service to our community by helping young people to develop marketable skills. It will provide businesses with competent workers and will allow employers to participate in training.

If your child is interested and has your approval to participate in the program, please sign the enclosed permission slip. It is to be returned with a completed application form to the Coordinator.

Sincerely yours,

\_\_\_\_\_  
Coordinator  
Home Economics Employment  
Program

Adapted from employer letter form

## FORM #9

## Parent Approval Form

## HOME ECONOMICS EMPLOYMENT EDUCATION PROGRAM

\_\_\_\_\_ has talked to me about wishing to enroll in the Home  
(Name of student)

Economics Employment Program. I approve and will cooperate with the  
program. I understand that the coordinator of this program will talk  
with me after aptitude tests are given and before final enrollment is  
completed.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Signature of student

Adapted from material used by Palatine High School



## FORM #10

## Personal Data and Student Application Form

CONFIDENTIALDirections: Print all information. Answer each question.

Date \_\_\_\_\_

Attach  
Photo  
HereName \_\_\_\_\_  
Last First Middle

Homeroom No. \_\_\_\_\_ Counselor \_\_\_\_\_ Yr. in school \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Social Security No. \_\_\_\_\_ Date of birth \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of father or guardian \_\_\_\_\_ Occupation \_\_\_\_\_  
(Cross out one)

Home Address \_\_\_\_\_ Business Address \_\_\_\_\_ Home Phone \_\_\_\_\_

Mother's name \_\_\_\_\_ Occupation \_\_\_\_\_

Home Address \_\_\_\_\_ Business Address \_\_\_\_\_ Home Phone \_\_\_\_\_  
(if outside the home)

Health Condition: Please check one: \_\_\_\_excellent\_\_\_\_good\_\_\_\_fair\_\_\_\_poor

Height \_\_\_\_\_ Weight \_\_\_\_\_

Physical handicaps: \_\_\_\_sight\_\_\_\_hearing\_\_\_\_limb\_\_\_\_body\_\_\_\_heart\_\_\_\_specify  
other

You have \_\_\_\_ brothers and \_\_\_\_ sisters.

Are you now employed? \_\_\_\_yes \_\_\_\_no If yes, state firm and address:

\_\_\_\_\_  
\_\_\_\_\_

When did you begin this job? \_\_\_\_\_ Duties: \_\_\_\_\_

Hours per week: \_\_\_\_\_ Hourly rate: \_\_\_\_\_ Weekly pay: \_\_\_\_\_

Other work experience:

Employer \_\_\_\_\_ Duties \_\_\_\_\_ Length of Employment \_\_\_\_\_

Employer \_\_\_\_\_ Duties \_\_\_\_\_ Length of Employment \_\_\_\_\_

### Present Class Schedule:

[illegible]

Commitment to Home Economics Employment Education Program:

I am applying for acceptance in the Home Economics Employment Program. If I qualify for this program I shall assume the responsibilities and obligations that are required.

Date \_\_\_\_\_

Student's Signature\_\_\_\_\_

Parent's Signature \_\_\_\_\_

Adapted from material used by East Leyden High School

Adapted by: Peggy Honn, Eleanor Iske, Sandra Stinebring

## FORM #11

## Health, Attendance and Disciplinary Record

CONFIDENTIAL

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
                             Last              First              Middle

Home room \_\_\_\_\_ Counselor \_\_\_\_\_ Grade Level \_\_\_\_\_

## Health Record:

Date of birth \_\_\_\_\_

Physical disabilities:

Other pertinent factors:

\_\_\_\_\_  
 Signature of Health Official

## Attendance:

|           | Days Abs. | Days Tardy | Unexcused Abs. |
|-----------|-----------|------------|----------------|
| Freshman  | _____     | _____      | _____          |
| Sophomore | _____     | _____      | _____          |
| Junior    | _____     | _____      | _____          |

Suspensions for truancy: \_\_\_\_yes \_\_\_\_no indicate year(s) \_\_\_\_\_

Other pertinent factors:

\_\_\_\_\_  
 Signature of Attendance Official

## Disciplinary Actions:

Detentions: very often \_\_\_\_\_  
                   often \_\_\_\_\_  
                   seldom \_\_\_\_\_  
                   never \_\_\_\_\_

Primary reason(s) for disciplinary action:

Suspensions for disciplinary reason: How many? \_\_\_\_\_ Why?

Other comments:

\_\_\_\_\_, Signature of Dean  
 Developed by: Peggy Honn, Eleanor Iske, Sandra Stinebring

CONFIDENTIAL

Courses Completed by Student:

Tests, Scores, Dates of Administration, Other Related Information:

### Problems that May Affect Employment:

Home problems:

Personal problems:

Signature of Counselor

References: (only one may be a teacher)

|    | <u>Name</u> | <u>Address</u> | <u>Phone</u> | <u>Occupation</u> |
|----|-------------|----------------|--------------|-------------------|
| 1. | _____       | _____          | _____        | _____             |
| 2. | _____       | _____          | _____        | _____             |
| 3. | _____       | _____          | _____        | _____             |

List your outstanding abilities, talents and strong points: \_\_\_\_\_

List your weak points: \_\_\_\_\_

What do you like to do in your spare time?

What school subjects do you enjoy most? Why?

What school subjects do you enjoy least? Why?

List Home Economics courses you are taking or have taken:

\_\_\_\_\_

\_\_\_\_\_

List clubs and organizations of which you are a member (in and out of school):

\_\_\_\_\_

\_\_\_\_\_

Jobs you would like to train for in Home Economics Related Occupations:

First choice \_\_\_\_\_ Why interested? \_\_\_\_\_

Second choice \_\_\_\_\_ Why interested? \_\_\_\_\_

Third choice \_\_\_\_\_ Why interested? \_\_\_\_\_

Do you have transportation available for a job? \_\_\_yes \_\_\_no

What do you plan to do after high school? (Please check)

\_\_\_\_job \_\_\_\_college \_\_\_\_marriage \_\_\_\_further training (specify)



## FORM #13

## Home Economics Employment Education Program

## Student Agreement

As a condition of acceptance into the selective Home Economics Employment Education Program, I

1. Agree to be punctual and regular in attendance in school and at the training station.
2. Agree to notify my employer and coordinator as soon as I know that I will be absent from training (notify coordinator before school).
3. Understand that if I am absent from school I must also be absent from work on that day.
4. Agree to abide by school rules both in school and on the job.
5. Agree to perform on the job and in school in such a manner that I will reflect growth and maturity as well as responsible citizenship.\*
6. Agree to seek and accept constructive criticism and help from coordinator and employer.
7. Know that if I am removed from the program due to failure either in the classroom or on the job, I will receive a failing grade for the course and will lose both credits.

\*Adapted from materials used by Alice Kopan, HERO Coordinator, Farragut High School, Chicago, Illinois

\*\*\*\*\*

Dear Coordinator:

I have read and understand the above agreement. I am willing to comply with the terms while enrolled in the Home Economics Employment Education Program.

Date \_\_\_\_\_ Signature of Student \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Developed by: Peggy Honn, Eleanor Iske, Sandra Stinebring

## FORM #14

## Training Agreement with Employer

Date \_\_\_\_\_

---

High School \_\_\_\_\_ (city and state) \_\_\_\_\_

- I. The \_\_\_\_\_ will cooperate with the Home Economics  
(training agency)  
Department of \_\_\_\_\_ High School by providing work experience for a student in the gainful employment program for the purpose of gaining knowledge and experience as a \_\_\_\_\_  
(job title)  
under the direct supervision of \_\_\_\_\_.  
(supervisor)
- II. The gainful employment program is designed in such a way that a minimum of 15 hours and a maximum of 40 hours per week will be spent in work experiences.
- III. The student is expected to be enrolled in \_\_\_\_\_  
High School taking \_\_\_\_\_ courses per school day in addition to the employment course.
- IV. The student will receive \_\_\_\_\_ credit(s) toward graduation if he has satisfactorily completed the employment course, which includes a related class and on-the-job work experience.
- V. The rate of pay for the student shall be within a reasonable range of compensation for a beginning employee in the same job, since he is expected to fulfill the initial responsibilities of a beginner. A scale of wage progression for the trainee shall approximate those progressions available to regular employees.
- VI. If the student does not fulfill his job responsibilities, the employment may be terminated by the employer after consultation with the coordinator.
- VII. Termination of the training experience by the student without

approval of the coordinator shall result in the forfeiture of credit for the employment course.

- VIII. Personal conduct while participating in the work experience shall be the responsibility of the student and shall comply with the rules and regulations established by the employer and \_\_\_\_\_ High School.
- IX. While participating in the work experience, the student will retain the status of student, and it is understood that he will not displace a regular worker.
- X. The student-trainee will be given a trial period on the job to show evidence of proficiency, aptitude, and acceptable attitudes toward work.
- XI. The student must assume responsibility for notifying the employer and the coordinator if he is unable to work because of an illness or other emergency. He must submit a request for absence, signed by the coordinator, to the employer in advance of any required school commitments that would conflict with working hours.
- XII. The student-trainee is expected to fulfill the time requirements of the job, regardless of school vacations.
- XIII. The coordinator, with the assistance of the employer or someone delegated by him, shall determine objectives for training on the job.
- XIV. The coordinator shall make periodic visits to the place of employment to observe student progress.
- XV. Grievances of the employer or the student shall be discussed with the coordinator for consideration and adjustment.
- XVI. The coordinator and the employer shall have periodic evaluation conferences related to student progress. The teacher has final

responsibility for the grade assigned the student for the work experience, since this is a part of a school course.

Dates of employment from: \_\_\_\_\_ to: \_\_\_\_\_

Probationary period from: \_\_\_\_\_ to: \_\_\_\_\_

Beginning wage \_\_\_\_\_

\_\_\_\_\_  
(Coordinator)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Employer)

\_\_\_\_\_  
(Parent or Guardian)

Developed by: Evelyn Cooksey, Pat Olson, Beulah T. Walker,  
Francies R. Thomas

## SCHEMA FOR EDUCATIONAL OBJECTIVES

The classification systems for educational objectives in the cognitive and affective domains have had wide circulation and use by educators in curriculum construction. A project for the development of a classification of educational objectives in the psychomotor domain was undertaken by Elizabeth Simpson and researchers at the University of Illinois. It is hoped that this new classification system, which is still to be considered tentative, will supplement the other taxonomies and that it will aid in the formulation of precise objectives in an area which previously has been somewhat vaguely defined.

To clarify the structure of the three domains, the classification systems have been abbreviated into schematic arrangements. These are presented in the final section of this issue. It will be noted that the levels build, one upon the other. The initial behaviors become prerequisite components for subsequent levels of learning in all three domains.

The schema can serve as an overview for quick reference. They should aid in efficient planning in all aspects of curriculum development. They may guide teachers in carrying out effective learning experiences and in evaluating progress in terms of objectives.



6. Evaluation  
(ability to judge the value of ideas, procedures, methods, etc., using appropriate criteria)

5. Synthesis  
(ability to put together parts and elements into a unified organization or whole)

4. Analysis  
(ability to breakdown a communication into constituent parts to make organization of ideas clear)

3. Application  
(ability to use ideas, principles, theories in particular and concrete situations)

2. Comprehension  
(ability to apprehend what is being communicated and make use of the idea without relating it to other ideas or material or seeing fullest meaning)

1. Knowledge  
(ability to recall, to bring to mind the appropriate material)

Requires synthesis

Requires analysis

Requires application

Requires comprehension

Requires knowledge

BEHAVIORS IN THE COGNITIVE DOMAIN

Levels of thinking as applied to learning, using the major objectives of the cognitive domain. From Brown, Marjorie, *Home Learning Experiences in the Home Economics Program*, 1963, p. 12, as adapted from Bloom, B., *Taxonomy of Educational Objectives: Cognitive Domain*. Reprinted by permission of Burgess Publishing Company, Minneapolis, Minnesota.

# Characterization by a Value Complex

(Generalization of  
selected values in-  
to controlling ten-  
dencies with subse-  
quent integration  
into a total philo-  
sophy.)

## Organization

(Determining inter-  
relationships of  
values; establishing  
a hierarchy.)

## Valuing

(The process of  
accepting the  
worth of an  
object, idea, or  
a behavior;  
attempting to  
promote it as  
a value; and  
developing  
commitment.)

## Responding

(Initially may  
react out of  
compliance, later  
out of willingness  
and satisfaction.)

## Receiving (Attending)

(Become aware;  
be willing to  
learn and try  
a particular  
response.)

Initially  
involves  
attending.

Initially  
involves attend-  
ing; requires a  
response.

Initially involves  
attending; requires  
a response and  
development of  
values.

Initially involves  
attending; requires a  
response and devel-  
opment and organiza-  
tion of values.

## BEHAVIORS IN THE AFFECTIVE DOMAIN

Modified from unpublished materials developed by Brown, Marjorie as adapted from Krathwohl, D.,  
*Taxonomy of Educational Objectives: Affective Domain.*

Complex overt response

(Action, performed without hesitation, leading to automatic performance.)

Mechanism

(Habitual response.)

Guided response

(Overt action by limitation and/or trial and error under supervision.)

Set

(Mental, physical or emotional readiness.)

Perception

(Become aware through sense organs. Recognize cues, make choices, and relate to actions.)

Requires mechanism

Requires guided response

Requires guided response

Requires set

Requires set

Requires set

Requires perception

Requires perception

Requires perception

Requires perception

BEHAVIORS IN THE PSYCHOMOTOR DOMAIN

From Simpson, Elizabeth, *The Classification of Objectives, Psychomotor Domain*. Research Project No. OE-5-85-104, University of Illinois, Urbana, Illinois, 1966.









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# ILLINOIS TEACHER OF HOME ECONOMICS

## THE DECADE AHEAD: OPPORTUNITIES AND EXPECTATIONS

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A publication of the Division of Home Economics Education,  
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## FOREWORD

Why should you, as a home economics teacher, join the American Home Economics Association, the American Vocational Association, and the Department of Home Economics of the NEA? Sound reasons for your involvement in all three of these professional organizations are presented in this issue of the *Illinois Teacher* by members of the Executive staffs of the organizations. Headquarters addresses are provided so that you may write for information regarding membership if you are not now a member of a given organization.

The Division of Home Economics Education, University of Illinois, has received many requests for the report of a project aimed at development of a classification system for educational objectives in the psychomotor domain. Hence, the decision was made to publish the report in the *Illinois Teacher*. It is published in its entirety, as it was submitted to the U.S. Department of Health, Education, and Welfare, Office of Education. The schema for classification of educational objectives in the psychomotor domain, is presented in chapter 4 of the report. The investigator would appreciate any feedback from its use by teachers or teacher educators.

"A Slightly Tongue-in-Cheek Device for Teacher Cogitation" is presented for purposes of self analysis; it should be applied with discretion.

--Elizabeth Simpson,  
Editor





## PROFESSIONAL ORGANIZATIONS FOR THE HOME ECONOMICS TEACHER

There are several professional organizations that serve the interests and needs of the home economics teacher. All of them provide opportunities for the home economics teacher to work cooperatively with those in other lines of professional endeavor who have some common professional interests. All of them provide opportunities for the home economics teacher to serve her profession as well as to benefit from their services.

Three professional organizations to which a home economics teacher may belong are the:

- American Home Economics Association  
1600 Twentieth Street, N.W.  
Washington, D.C. 20009
- American Vocational Association  
1025 Fifteenth Street, N.W.  
Washington, D.C. 20005
- Department of Home Economics, National Education Association  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20036

The American Home Economics Association, the Home Economics Section of the American Vocational Association, and the Department of Home Economics, NEA, work closely together through a Coordinating Council, composed of two representatives of each organization. The Council considers matters of common interest and advises the parent organizations concerning ways in which cooperation can be achieved, ways in which the organizations can reinforce each other in working toward professional goals, and ways in which undue duplication of efforts can be avoided. In recent years, a major activity promoted by the Council was the sponsoring by the parent organizations of a national conference on contemporary issues in home economics.

The following articles tell you why membership in each of the three organizations is important for the home economics teacher. Each article was prepared by a member of the executive staff of the professional organization concerned.

If you are not a member of one or more of the organizations, you will surely wish to affiliate after reading these articles. The headquarters addresses have been given for your convenience.

Two organizations in adult education with which the home economics teacher may affiliate will be discussed in the next issue of the *Illinois Teacher*.

## AMERICAN HOME ECONOMICS ASSOCIATION



### A PRIVILEGED STAKE IN THE FUTURE

Jane L. Rees  
Executive Director  
American Home Economics Association

As a home economics teacher you are a member of the largest group of home economists in the United States. What you do, what you say, and what you support influences not only the lives of the students in your classroom but the very future of home economics. And this future, in a large measure, is bound up in the American Home Economics Association--the organization which was developed within our social structure to "provide opportunities for professional home economists and members from other fields to cooperate in the attainment of the well-being of individuals and families, the improvement of homes, and the preservation of values significant in home life."<sup>1</sup>

Education for the improvement of home and family life was a revolutionary concept at the turn of the century. To accomplish their goals, early leaders in home economics recognized that work must be done in diverse ways--in the classroom, in the informal atmosphere of homes and community centers, in the research laboratories of colleges and universities, and in business and government programs. These groups working together have moved home economics from a revolutionary to an accepted concept. This concept may not yet be accepted by all, but its presence is found as an integral part of our society. The pioneer leaders in home economics, who accomplished marvelous things, felt the need for an association to enhance their endeavors, to serve as a clearing house for information, to inspire members to recruit new workers and, in general, to unite individuals with the common concern of improved homes and families. The Association they founded was the American Home Economics Association, on December 31, 1908 with a charter membership of 700. The Association welcomed to membership "all who are actively interested in home problems."<sup>2</sup>

Today the Association has grown to encompass 27,000 members, 378 college chapters with approximately 20,000 student members, and 247 local groups of home economists in homemaking with approximately 5,000 members. Now the Association welcomes for members the "men and women with bachelors or advanced degrees in home economics or one of the home economics specializations."<sup>3</sup> Membership is open to these privileged few. The American Home Economics Association through this strong membership of qualified home economists now is able to maintain a headquarters building in Washington, D.C.--a very tangible symbol of the profession. Here a staff of 46 persons

is employed to work for home economics. This work includes planning the annual meeting and publishing of the JOURNAL OF HOME ECONOMICS and many bulletins and brochures which home economists can use daily.

But perhaps even more importantly, the Association through the work of its headquarters staff, its executive officers, and its many special committees has the established means for:

- Maintaining a channel to the President and to the legislative bodies of government through which home economists may voice opinions on matters of such concern as consumer interests, Extension Service, Land-Grant and vocational education funds, etc.
- Providing an advisory service to government agencies
- Informing other groups at the national level about home economics
- Developing direct connections with associations that have related interests. At present, the American Home Economics Association has 14 liaison or coordinating committees working at the national level with other groups.
- Carrying on an active public relations program.

The American Home Economics Association is not resting on its past accomplishments. It is a living, vital association meshed with society, and is eagerly moving with it. It is searching for meaningful structure and service. It is questioning the need for an accreditation program. It is expanding its concern for international home economics work. It is receptive to working with others in achieving a common goal of mankind--improved individual and family well-being.

Leaders today see new opportunities for home economics in our home communities and in the community of the world. The influence that home economics will have in the future is dependent upon the strength and quality of its members. The more qualified persons who unite to support their professional association, the greater the progress will be. The American Home Economics Association needs *your* support. The cost of membership amounts to only about 5 cents per day. Surely this is not too much to invest in your professional future and in support of the commitment home economics has to the values of family well-being.

### References

1. *Journal of Home Economics*, Vol. 58, No. 7, p602, Constitution and Bylaws of the American Home Economics Association.
2. Baldwin, Keturah, *The AHEA Saga* (1949), p21.
3. American Home Economics Association, *Fact Sheet* 1966.

## AMERICAN VOCATIONAL ASSOCIATION

### PROFESSIONAL ASSOCIATIONS - SHOULD YOU BELONG?



Mary L. Ellis  
Director  
Field Services  
American Vocational Association

In exploring the role of professional associations and reasons why an individual should affiliate and participate in association activities, many logical answers could be given. Perhaps a basic reason is that the professional association provides an avenue for the individual to extend beyond self and to become involved in interpretation of ideals and standards of the profession.

The American Vocational Association is dedicated to the ideals of improving and maintaining professional standards; the improvement of our vocational education programs; the improvement of curriculum; the search for new methods and techniques through research; the improved and increased understanding of vocational education; the support of legislation which will enhance and assist the vocational program; the improvement of practices and techniques used by classroom teachers; the assessment and study of the vocational programs through evaluation; the application of new knowledge; and a host of other activities.

Because you are engaged in Home Economics Education as your chosen profession, you will surely want to support the American Home Economics Association and the National Education Association's Department of Home Economics. The AVA, AHEA, and NEA Department of Home Economics should be mutually supportive--and I am convinced that each association has a unique contribution to make to educators engaged in all aspects of Home Economics education.

In her book "Hidden Hierarchies, The Professions and Government," Professor Corinne L. Gilb wrote that among other things, professional associations are dedicated to a commitment to some kind of standard to which the pursuit of self-interest is subordinated, and the advancement of special knowledge requiring long training.

Generally, to know someone, is to understand someone. This general application can be made, I believe, to the purposes and goals of a professional association. Lack of harmony, suspicion, and doubt among individuals and programs are created many times by lack of understanding.

Not long ago I was asked by a vocational educator why he should belong to the American Vocational Association. I responded as follows:



"Let us suppose that you have a young son and one day he becomes seriously ill. Subsequently, you learn that your son is in need of a good surgeon. Of course, you are not going to take your son to a general practitioner--he deserves the best you can give him. You are not interested in taking your son to a surgeon who has not kept up on current discoveries and practices in the medical field, knows little or nothing of the use of miracle drugs, has not read the professional medical journals, and has not participated in a professional workshop or seminar for years. Your son deserves the best! So it is with students and teachers in the vocational education programs. We must constantly strive to improve our educational practices and techniques. And, keeping current in one's profession is a nearly full-time endeavor in itself. This, Mr. X, is why I believe you should belong to the American Vocational Association."

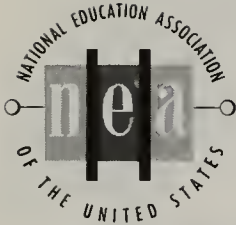
If you are not interested in keeping up to date, exchanging new ideas, and discussing philosophical bases upon which a sound vocational and practical arts education program is founded--then the American Vocational Association has no home for you. However, if you are the kind of person who feels that your chosen profession is important--who wishes to be involved in the excitement of new and innovative changes in the vocational program--who wants to be involved in establishing policies and goals for your chosen field--who is willing to listen and learn as well as share your ideas--who deserves an effective voice at the national level--then the American Vocational Association has a home for you.

We encourage you to affiliate with state professional associations representing home economics and to support the American Vocational Association, the American Home Economics Association, and the National Education Association Department of Home Economics.



## NATIONAL EDUCATION ASSOCIATION

### DEPARTMENT OF HOME ECONOMICS, NEA (DHE/NEA)



Katherine R. Conafay  
Executive Director  
Department of Home Economics, NEA

Home economists in teaching are fortunate to have three professional organizations at work in their behalf. The merits of the American Home Economics Association (AHEA), and the American Vocational Association (AVA) have already been enumerated if indeed they need to be. Without either organization, we would all be the poorer.

The third organization in which home economists in the teaching field should be active members is the Department of Home Economics of the National Education Association (DHE/NEA). NEA is the largest professional organization in the world. NEA is over one-hundred years old. It has a million educators as members. It is comprised of thirty-three departments that serve the specific interest of the many disciplines and fields of study in every kind of educational institution. It offers a medium of exchange between these departments and it provides many services to give direction to those who seek help. NEA holds as important the professional welfare of all educators, be they administrators or teachers. Its primary concern is the education of each individual to the fulfillment of his own potential. To meet this high purpose, there is among other services a Research Division keeping members continually informed of the newest in every field of study, and a Center for the Study of Instruction striving always to improve the teaching in the schools of America. NEA, with its million members, its experience of a hundred years, its thirty-three departments, and its various services, is a Mecca for home economics. It is here we talk to other educators of the values of educating for home and family life. It is here we relay to others the work of AHEA and AVA.

The Department of Home Economics was established as a part of NEA some thirty years ago to meet the special needs of secondary school teachers and supervisors. It works closely with AHEA and AVA through a Coordinating Council of the three organizations. The publications of DHE/NEA are well known in educational circles. They deal briefly and concisely with timely subjects of interest to high school and college teachers of home economics. Recent titles have included *Techniques for Effective Teaching*, *Youth and Money*, *Feminine Finance*, *The Tragic Migration: School Dropouts*, *The Clothes We Wear*, and *Innovation in Home Economics*.

The annual meeting of DHE is held in conjunction with the annual NEA

Convention, and shares in the prestige and publicity afforded these meetings. DHE is housed in NEA's splendidly-staffed and equipped headquarters building in Washington, D.C.

If we as educators want home economics to be an accepted and important part of the school curriculum, home economics must be a part of NEA.

The services rendered to the respective programs of home economics is determined by the number and caliber of memberships in any organization. No professional person can assume the attitude of indifference to belonging to the organizations of his profession. It is through this organized professional strength that we become strong. Membership in a professional organization is not only receiving, but it is giving - giving at least a measure of gratefulness for those who work untiringly for the promotion and improvement of education around the world.

Affiliation with DHE/NEA is the least expensive, easiest, and quickest way for busy teachers to keep updated in trends in education, informed in subject matter, active in professional growth, and secure in the career of a teacher.

While the Department of Home Economics encourages membership in the National Education Association, this is not mandatory. Yet each member does receive the benefits of the parent organization.

The outlook for DHE is one of great promise. Fulfillment of its potential for practical leadership will come when this department is able to provide, on a broader scale, counseling for planning new curricula; studies that indicate cooperative educational programs and projects with other organizations; suggestions for effective professional in-service programs; gives guidance when sought to business and industry as to what is being done and what needs to be done in instructional materials; program planning and a speakers' bureau on home economics for civic, professional, or business groups; when membership and services extend to home economists in other countries. These proposals are planned to follow the first big undertaking that is imminent - the publication of a quarterly designed primarily for home economists in the elementary and secondary schools. This periodical will bring to teachers at the national level, echoes of the programs, innovations, and trends that have implication for busy teachers. While not intended to be repetitious, this quarterly will repeat in digest or relate in philosophy to many of the fine articles in *The Illinois Teacher*, the *Journal of Home Economics*, *The AVA Journal*, and the tremendous wealth of educational information found at NEA.

Information concerning DHE/NEA may be secured by writing to the Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

THE CLASSIFICATION OF EDUCATIONAL OBJECTIVES,  
PSYCHOMOTOR DOMAIN

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July 1, 1965 - May 31, 1966

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and Welfare, Office of Education

## ABSTRACT

Contract No. OE 5-85-104

### The Classification of Educational Objectives, Psychomotor Domain

Elizabeth Jane Simpson  
University of Illinois  
Urbana, Illinois

July 1, 1965 - May 31, 1966

**Purpose:** To develop a classification system for educational objectives, psychomotor domain, and if possible, in taxonomic form.

Work on development of a classification system for educational objectives in the psychomotor domain has been exploratory in nature. General procedures included: (1) a comprehensive review of related literature, (2) the collection and analysis of behavioral objectives of this domain as one way of gaining insight regarding a possible classification system, (3) laboratory analyses of certain tasks to discover by observation and introspection the nature of the psychomotor activity involved, and (4) conferences with scholars who have specialized knowledge of the nature of psychomotor activity, development of classification systems for educational objectives, and of the areas of study where educational objectives in the psychomotor domain are of paramount concern.

A schema for classifying educational objectives in this domain has been developed. It follows in its present form, which is to be considered tentative, flexible, and incomplete.

#### 1.0 *Perception*

##### 1.1 Sensory stimulation

- 1.11 Auditory
- 1.12 Visual
- 1.13 Tactile
- 1.14 Taste
- 1.15 Smell
- 1.16 Kinesthetic

##### 1.2 Cue selection

##### 1.3 Translation

## 2.0 *Set*

### 2.1 Mental set

### 2.2 Physical set

### 2.3 Emotional set

## 3.0 *Guided response*

### 3.1 Imitation

### 3.2 Trial and error

## 4.0 *Mechanism*

## 5.0 *Complex overt response*

### 5.1 Resolution of uncertainty

### 5.2 Automatic performance

The investigator believes that the schema in its present form will be useful. Whether there is sufficient distinction between one category and another is still a question. Perhaps additional subcategories to improve the discrimination quality are needed for some of the major sections.

Another question needing investigation is: Is there perhaps a sixth major category which might be designated as *adapting* and *originating*? At this level, the individual might be so skilled that he can adapt the action in terms of the specific requirements of the individual performer and the situation. He might originate new patterns of action in solving a specific problem.

Much work is needed in terms of the relationships among the three domains: the cognitive, affective, and psychomotor. In particular, explorations of the behavioral aspects of broad objectives in an "action-pattern" domain, beyond and encompassing the other three, are needed.



## FOREWORD

Work on the development of classification systems for educational objectives in the cognitive and affective domains has been impressive. The publications resulting from this work have had wide circulation and use. It was the hope of the chief investigator on the present project that eventually a classification system for the psychomotor domain might be achieved which would be as useful in the analysis of related educational objectives as the other two systems have been for their respective domains.

Interest in this project developed through discussions with Professors Alfred Krebs and Jacob Stern, who were named associate investigators on the project. A number of discussions centered about the kinds of objectives that might be characterized as dealing with the psychomotor and "what happens" when you carry out a motor act.

The first formal work on the project was supported by a small grant by the Bureau of Educational Research, College of Education, University of Illinois. A half-time research assistant worked with the investigators in the initial phases which are given in the report.

A grant from the U.S. Department of Health, Education, and Welfare, Office of Education, made possible further exploration and the eventual achievement of a classification system which is still to be considered tentative, flexible, and incomplete. It provided for two research assistants who devoted many hours to a review of relevant literature, to the analysis of educational objectives concerned with abilities and skills, and to the analysis of motor acts, especially selected ones related to the content of their own field, which is home economics education.

What follows is to be considered a progress report. How does one know when he has reached a reasonable terminal point with a project of this sort? Certainly such a point has not been achieved as yet. On the positive side, the investigator believes that considerable progress has been made, that the work that has been done is essentially "on the right track," and that valuable insights have been gained which will aid in further related investigation. The investigator plans to continue working in this area, hopefully with the increased involvement of others who have expressed interest in the project and are prepared to contribute from their specialized knowledge of this "domain."

-- Elizabeth Jane Simpson,  
Principal Investigator

## ACKNOWLEDGEMENTS

The investigator wishes to express her appreciation to those who shared in any way in the project herein reported. She is especially grateful to Miss Carol Hodgson, Mrs. Nancy Carlson, and Mrs. Mildred Griggs, who served as research assistants on the project, for their creative approach to the task, their enthusiasm, hard work, and loyalty. A note of thanks is also extended to Miss Diane Wilson, who typed for the small "project staff" and assisted in various other ways.

The associate investigators, Professors Alfred Krebs and Jacob Stern, gave of their time, interest and effort and their many contributions are gratefully acknowledged.

A number of members of the College of Education, University of Illinois, were consulted from time to time; appreciation for their contributions is hereby expressed. In addition, the investigator wishes to thank the other consultants from within and without the University who gave assistance of various types. Special mention should be made of the helpful conferences held with Professor Ray Loree, College of Education, University of Alabama, and Professor Marvin I. Clein, Department of Physical Education for Men, University of Denver.

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# THE CLASSIFICATION OF EDUCATIONAL OBJECTIVES, PSYCHOMOTOR DOMAIN

## A Progress Report

### CHAPTER I. INTRODUCTION

Educational objectives may be characterized as dealing with developments in the areas of the cognitive, affective, or psychomotor. A complete classification system for educational objectives, would, therefore, provide for classification of objectives in each of the three domains. The purpose of the project reported here was: to develop a classification system for educational objectives in the psychomotor domain, if possible in taxonomic form.

The *Taxonomy of Educational Objectives, Cognitive Domain* by Bloom and others was published in 1956. It provided for classification of educational goals which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills [1]. Briefly, the purposes of the taxonomy as given by its originators are:

1. To help teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation problems to discuss their problems with greater precision.
2. To facilitate the exchange of information about curricular developments and evaluation devices.
3. To suggest the kinds of objectives that can be included in a curriculum.
4. To help teachers and others to gain a perspective on the emphasis given to certain behaviors by a particular set of educational plans.
5. To help curriculum builders to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices.

The second part of the taxonomy, on the affective domain, was presented at the February 1964 meeting of the American Educational Research Association. Objectives in this domain deal with interests, desires, appreciations, and attitudes. The taxonomy for this second domain was published during the fall of 1964.

Those who proposed taxonomies for the first two domains indicated that they had no special interest in the development of a classification system for educational objectives in the third domain. They stated that:

Although we recognize the existence of this domain, we find so little done about it in secondary schools or colleges, that we do not believe the development of a classification of these objectives would be very useful at present. We would appreciate comments on this point from teachers and other educational workers who are especially interested in this domain of educational objectives [2].

Later statements made by those who gave leadership to development of the first two taxonomies of educational objectives gave no evidence of a change in interest or intent with respect to development of the third.

### Need for Classification System for Educational Objectives, Psychomotor Domain

The investigator and her co-workers have made use of the two taxonomies of educational objectives already developed. They and others felt a serious lack in not having a classification system for educational objectives in the psychomotor domain, for use in the development of curriculum materials and as a basis for evaluation of educational outcomes.

The investigator believes that the psychomotor domain has relevance for education in general as well as for such areas of specialization as industrial education, agriculture, home economics, business education, music, art, and physical education. Educators in her own field of vocational and technical education have a keen interest in the development of a classification system for educational objectives in this domain because many technical jobs require a high degree of ability and skill in the psychomotor domain as well as in the cognitive and affective areas.

A classification system for psychomotor objectives has all of the advantages of the classification systems for the other two domains. It can be of use in research on teaching for the development of motor abilities and skills. Teachers and curriculum makers can make use of it in developing materials for classroom use; and test makers can use it to communicate more easily with those they serve. Perhaps the greatest benefit will accrue from rounding out the three domains, and thus providing for better study of the total field of objectives and the planning of educational programs in response to objectives broadly conceived.

Development of a taxonomy of educational objectives, psychomotor domain, is basic to other research on the development of psychomotor abilities and skills needed in vocational-technical education. Therefore, it can not only serve as a tool for curriculum builders but for researchers as well.

### Difficulties Inherent in the Task

Preliminary investigations with respect to the development of a classification system for educational objectives in the psychomotor domain led to the conclusion that there is a hierarchy among the three domains. The cognitive domain, though certainly very complex, is, in a sense, somewhat "purer" than the other two domains. That is, cognition



can take place with a minimum of motor activity. Also, feeling may not be greatly involved--although it would seem reasonable to assume some degree of affect. The affective domain necessarily involves considerable cognition as well as feeling. And, the psychomotor domain, as implied in the very name, involves cognition and motor activity, as well as affective components involved in the willingness to act. The increasingly strong involvement of all three domains, from the cognitive to the affective to the psychomotor, results in a special problem of complexity in developing a classification system for this last domain.

Preliminary investigations also revealed another problem--that of rendering the system taxonomic. A classification system that is not taxonomic would have merit in the study of educational objectives. But, one that is taxonomic should prove more valuable in determining the relative difficulty of achieving the objectives and as an aid in determining sequence of learning experiences. The problem is one of arriving at a basis for determining the relative difficulty or amount of skill involved in carrying out a motor activity.

## First Steps

Reference has been made to preliminary work on development of a classification system for the psychomotor domain. A brief review of this work may be appropriate.

Such work was undertaken during 1964-65 through a small grant from the Bureau of Educational Research, College of Education, University of Illinois. A partial survey of the literature on the development and classification of psychomotor abilities and skills was conducted. Specialists in vocational education, physical education, dentistry, psychology, and educational testing were among those consulted in regard to educational objectives in the realm of the psychomotor, relevant research data, and possible procedures in developing the classification system. Some progress was made toward collecting statements of educational objectives in the psychomotor domain. A limited analysis of the behavioral aspects of the objectives was done and a tentative and rudimentary schema for classification developed. Following is the schema in the form achieved at this time:

### Status of Schema, June, 1965

1. Perception
  - 1.10 Auditory
    - 1.11 Sensitivity to cues
      - 1.111 Volume
      - 1.112 Pitch
      - 1.113 Timbre
      - 1.114 Pattern of sounds
      - 1.115 Spatial relations (questionable)
  - 1.20 Visual
    - 1.21 Sensitivity to cues
      - 1.211 Color
      - 1.212 Spatial relations
      - 1.213 Shape (line, form, size)

- 1.214 Motion
  - 1.215 Light
  - 1.216 Shade
- 1.30 Tactile
  - 1.31 Sensitivity to cues
    - 1.311 Texture
    - 1.312 Temperature
    - 1.313 Shape
    - 1.314 Size
    - 1.315 Pressure
    - 1.316 Position
    - 1.317 State of motion
    - 1.318 Weight
- 1.40 Taste
  - 1.41 Sensitivity to cues
    - 1.411 Saltiness
    - 1.412 Sourness
    - 1.413 Bitterness
    - 1.414 Sweetness
- 1.50 Smell
  - 1.51 Sensitivity to cues
    - 1.511 Ethereal (fruity, lemon)
    - 1.512 Fragrant (violet)
    - 1.513 Burned (tar)
    - 1.514 Putrid (bad fish)
    - 1.515 Resinous (pine)
    - 1.516 Spicy (cloves)
- 2. Disposition to act and organization for action
  - 2.10 Response to stimulus
    - 2.11 Perceptual and mental set
      - 2.111 Identification--placing item perceptualized into one of a number of categories provided by our past experience
      - 2.112 Setting into a context
      - 2.113 Significance for ensuing action
    - 2.12 Translation process (relating of perception to action)
- 3. Motor activity
  - 3.10 Bodily set to perform task (positioning)
    - 3.11 Posture
    - 3.12 Balance
    - 3.13 Aiming
  - 3.20 Gross motor abilities
    - 3.21 Movement involving trunk
    - 3.22 Movement involving legs
    - 3.23 Movement involving arms

or

- 3.21 Standing
- 3.22 Walking
- 3.23 Running and stopping
- 3.24 Jumping, leaping, hopping, etc.
- 3.25 Landing and falling
- 3.26 Sitting
- 3.27 Pushing and pulling
- 3.28 Holding, lifting, carrying
- 3.29a Throwing and catching
- 3.29b Striking
  
- 3.30 Fine motor abilities
  - 3.31 Manual dexterity
    - 3.311 Handling without gripping
    - 3.312 Gripping with palm
  - 3.32 Finger dexterity
    - 3.321 Fingering without gripping
    - 3.322 Gripping with fingers
    - 3.323 Movement
  - 3.33 Foot and toe dexterity
  - 3.34 Facial muscular activity

A report on the progress of the project as of May, 1965, was given at the National Conference on Contemporary Issues in Home Economics Education held at the University of Illinois. The report, presented by Carol Hodgson, research assistant assigned to the project, appears in the bulletin, *Contemporary Issues in Home Economics, A Conference Report*, published by the National Education Association.

## CHAPTER II. REVIEW OF LITERATURE

A number of references were located which threw some light on the problem of developing a classification system for educational objectives in the psychomotor domain.

*The Taxonomy of Educational Objectives, Handbook I: Cognitive Domain* [3], includes a discussion of the nature and development of the taxonomy and the problems of classifying educational objectives as well as a schema for classifying objectives in this domain. The guiding principles for the development of this taxonomy were helpful as guides in the present project. They were:

- "...the major distinctions between classes should reflect, in large part, the distinctions teachers make among student behaviors.
- "...the taxonomy should be logically developed and internally consistent.
- "...the taxonomy should be consistent with our present understanding of psychological phenomena.
- "...the classification should be a purely descriptive scheme in which every type of educational goal can be represented in a relatively neutral fashion" [4].

At the 1964 meeting of the American Education Research Association, Krathwohl, Bloom, and others presented the *Taxonomy of Educational Objectives, Affective Domain* [5]. The interrelationship between cognition and feeling shown in the classification system for this domain was of interest to the investigator since the psychomotor domain also involves the interrelationship of aspects of behavior in more than one domain.

Work on the classification system for educational objectives, psychomotor domain, was largely exploratory in nature. This and that approach were tried. The work did not proceed from a theoretical base because it was felt that this might impose undesirable limits on a project of this nature. Also, there was precedent for the exploratory approach in the development of the taxonomies for the first two domains. Support for research not based on theory has been given by Skinner who indicated that the most rapid progress toward an understanding of learning may be made by research that is not designed to test theories [6]. Reasons which were given are: theories create a false sense of security and may limit the scope of research and most theories are discarded [7].

Metheny expressed the opinion that the term, psychomotor, is an inappropriate one for the third domain. She suggested that the proper mate for *affective*, which is derived from *afferent*, is *effective*, from *efferent*. She would subdivide the *effective domain* into two major categories, psycho-effective and somato-effective: in this way recognition would be given the influences of both mind and body [8].



Loree, in speaking at the National Conference on Contemporary Issues in Home Economics Education, expressed an interesting idea regarding the third domain. He stated that:

The builders of the taxonomy originally thought of three domains: cognitive, affective, and psychomotor. The psychomotor domain, I believe, can better be thought of as a part of a larger domain. I have borrowed the term 'action-pattern domain' for objectives in which some motor response constitutes the essence of the objectives. Psychomotor skills would constitute one category within this domain. Competencies such as speech making, organizing a committee, and the like belong in the action-pattern domain. Personal-social adjustment objectives that describe the mature individual or law abiding individual and do not make any inferences concerning his motivations, his feelings about being mature, acting mature, or following the law, or his satisfactions in doing so, or the personalized meaning of his behaving as he does, belong in the action-pattern domain [9].

The investigator found Loree's idea an appealing one and pursued it at some length before concluding that the "action-pattern domain" was an all-encompassing one that might very well be a fourth domain extending beyond and including the three already identified in the original work on the classification systems. Even though the psychomotor domain involves behaviors of all three domains to a considerable extent, the primary concern is with abilities and skills which have motor activity as a focus; this is what the investigator regards as the psychomotor domain.

The foregoing references were relevant to the research in its general nature. Early explorations made as a part of the project were motivated by the ideas expressed by both Metheny and Loree.

It was readily apparent that a first step in motor activity is perception. Hence, a survey of literature dealing with perception was made.

Berelson and Steiner defined perception as "the more complex process by which people select, organize and interpret sensory stimulation into a meaningful and coherent picture (of the world)" [10].

Perception, as defined by Hilgard, is the process of becoming aware of objects, qualities or relations by way of the sense organs. Sensory content is always present in perception; therefore, what is perceived is influenced by set and prior experience so that perception is more than passive registration of stimuli impinging on the sense organs [11].

Cratty defined perception as the process of attaching meaning to "objects, events, or situations occurring within the spatial and temporal proximity of the individual" [12]. This process, according to Woodworth [13], Cratty [14], Berelson and Steiner [15], involves more than a response to sensory stimulation; it includes organizing, feeling change and selecting. Bartley stated in *Principles of Perception* that there is no systematic and comprehensive statement of perception to be found [16].



Gagne and Foster indicated that the learning of motor tasks is largely a matter of learning perceptual relationships. The perceptual aspect of the task is the thing which has the greatest effect on the learning of motor skills [17]. Agreement with this view was expressed by Baldwin, who conferred with the investigator regarding the attempt to develop a classification system for educational objectives in the psychomotor domain. He believes that much more importance should be attached to "input" than to "output" in the teaching and learning of a motor skill. By *input* he was referring to the cognitive aspects of the task-perceiving, relating perceptions, and developing the mental set preparatory to action; by *output*, he meant the actual doing of the task [18].

Berelson and Steiner identified three factors which influence the selection of stimuli which are involved in perception. The three factors are: (1) nature of the stimuli, (2) previous learning or experiences as it affects the observer's expectations, and (3) motives in play at the time [19].

*Set* is the preparatory adjustment for a particular kind of action or experience. This is the task preparation phase. Preparatory set was defined by Woodworth as being "a state of readiness to receive a stimulus or readiness to make a response which cannot be made until a preliminary movement has been made" [20]. Discrimination in the pre-set stage facilitates responses for which one is set and inhibits other activities.

Educational objectives in the psychomotor domain are usually stated in terms of abilities and skills. Hence, a definition of these terms became important in the study. Parker and Fleishman made a distinction between the two that was of interest:

Ability refers to a more general, stable trait of the individual which may facilitate performance in a variety of tasks. Thus, the term of spatial-visualization may be important in such diverse activities as navigation, dentistry, and engineering. The term skill is more specific: it is task oriented. Flying an air plane is a skill, while manual dexterity and spatial-visualization are more important general abilities. Abilities are often products of earlier learning [21].

A number of definitions of skills were located. Munn defined skill as proficiency in the performance of a task. He identified two kinds of tasks, motor and language, but added that motor skills are to some extent verbal, and verbal skills are partly motor [22].

Motor skill was defined by Gagne and Fleishman as a sequence of habitual responses. The order of the responses is partially or wholly determined by sensory feedback from preceding responses [23].

The first prerequisite of a skill, according to Laban and Lawrence, is the economy of effort. Skill is defined as the final stage of perfection [24].

Cronbach stated that a skill is easy to describe but hard to define. He defined a skilled movement as "a very complex process involving differentiation of cues and continual correction of errors" [25].

Mohr defined skill learning as "progress toward better performance in motor activity as a result of instruction and/or practice. Motor activity includes all specific and generalized movements involving motor coordination, and better performance implies progress resulting in improved motor coordination" [26].

According to Seashore, skill is a degree of efficiency in performing an act and all skills involve the action of the entire body rather than only large muscles or small muscles. He also indicates that motor skills involve three variables which are: speed, strength, and steadiness or precision [27]. Stone suggests that major factors in motor skill are muscular control, which might correspond to Seashore's steadiness or precision, and accuracy and economy of force [28].

Hall recognized two major types of motor skills, fine and gross [29]. Fine and gross motor acts were defined by Espenschade as follows: "Fine motor acts are performed by small muscles, especially of the fingers, hand and forearm, and frequently involve eye-hand coordination. Gross motor acts involve the large muscle groups of the body, especially of the shoulders, trunk, and legs" [30].

Bennett classified the basic elements or components of general motor ability as: (1) agility, (2) coordination, (3) strength, (4) flexibility, (5) balance, and (6) endurance [31].

A number of references dealing with movement types were located. Smith and Smith indicated that there are three types of movement: (1) postural, which are large movements regulating body position, (2) transport, or travel movements of parts of the body, and (3) manipulative, movements which involve the smaller muscles of the terminal members of the body or the receptor system of the head [32]. Stone has classified movement into five categories which are: (1) maximum force impulse, (2) slow tension movement, (3) rapid tension, (4) ballistic, and (5) oscillating movements [33].

In *Motion and Time Study*, Barnes reported five different movements [34]. They were, from the less to the increasingly complex, motions involving:

1. fingers;
2. fingers and wrist;
3. fingers, wrist, and forearm;
4. fingers, wrist, forearm, and upper arm; and
5. fingers, wrist, forearm and upper arm, shoulder,  
and perhaps the whole body.

Munn discussed the concept of "habit hierarchy," which he defined as a complex skill involving integration of simpler skills. He gave, as an example, typing: this involves letter habit, word habit, and phrase habit before it becomes an automatic, complex skill [35].

Two types of performance were identified by Seashore. There are: single action, which is one coordinated response which follows a given stimulus pattern, and serial action or a continuous pursuit type of coordination, i.e., typing, cutting out a garment, painting, drilling, etc. [36].

Stetson stated that there are two major types of movement, each having two subtypes: tense and ballistic. Of the tense type there are either fixations with no muscle displacement or moving fixations. Ballistic movements are either completely free movements with only contraction of one muscle pair or stiff movements with rapid muscle contraction of one muscle superimposed upon tension of both members of the antagonistic pair [37].

Human motion has been analyzed by M. Gladys Scott. She divided it into four types. These types are limited only to bodily movement and do not take into account the cognitive aspects of motor activity. Her types are (1) precision skills, (2) pushing and pulling, (3) throwing, and (4) striking [38].

Hartson has set up a classification system of work types to facilitate analysis of the movement process. He has organized it, first of all, from the standpoint of basic posture; then, from ballistic movements featuring locomotion, to upper arm movements, lower arm movements, vocal movements, and eye movements. He has also included examples of activities related to each division and subdivision. Although highly structured, his organization appears to be incomplete for the purpose of the present project [39].

Cratty defined motor performance as "a relatively short-term aspect of movement behavior marked by movement oriented toward the execution of an identifiable task." He stated that "motor skill may be termed reasonably complex motor performance" [40]. He added:

The term skill denotes that some learning has taken place and that a smoothing or an integration of behavior has resulted. Extraneous movements have been omitted, and the performance is executed with increasing speed and accuracy, a decrease in errors, or perhaps the ability to apply greater force" [41].

Cratty indicated that there is no clear-cut line between fine and gross motor skills. He stated that:

...Rather, it is believed that skills may be placed upon a continuum, from those which may be considered 'gross' to those which may be termed 'fine.' To those movement performances near the 'fine' end of the continuum the term *manual*, or *manipulative skill*, has usually been applied.

Classification of motor tasks into various portions of this continuum may be made with reference to the size of muscle involved, the amount of force applied, or to the magnitude of space in which the movement is carried out [42].

Cratty stated that "other subjective methods of classifying motor performance are based upon whether the task is a discrete one, one involving a single isolated kind of response, or whether it is a serial-act" [43].

Still another way of classifying has been suggested by Poulton who indicated that some motor tasks might be termed *closed skills*, those movements requiring little or no correction from the environment or visual regard on the part of the performer, and *open skills*, those



needing constant checking either because of unpredictable environmental influences or because of the degree of exactitude required. He added that some tasks might be mixed in nature, combining elements of both closed and open skills [44].

According to Crow and Crow, "the aim of motor learning is to develop proficiency in whatever skill is being learned. The simpler skills are mastered by utilizing movements already learned and combining them into a workable pattern. After the skill has been perfected to a point that the individual shows proficiency in it, he is considered to have formed the skill" [45].

Fleishman studied psychomotor abilities with the purpose of finding a limited number of ability categories which would be helpful in describing performance in a wide range of psychomotor tasks. He isolated ten independent factors in psychomotor skill. These were not set into any kind of organizational pattern. The ten factors are: wrist finger speed, finger dexterity, rate of arm movement, manual dexterity, arm-hand steadiness, reaction time, aiming, psychomotor coordination, postural discrimination, and spatial relations [46]. The factors isolated by Fleishman were taken into account in the work that has been done with respect to the classification system for the psychomotor domain.

In discussing what happens when one carries through a motor act, Howell indicated that a complex act usually proceeds so rapidly that it is difficult to determine exactly what happened [47]. However, Scott analyzed a skill into three stages: (1) preparatory movement, (2) action, and (3) follow-through [48].

According to Stone there are five steps in learning a new motor skill. These steps are: understanding, observation, concentration on the skill to be performed, practice and reflex. "The reflex action occurs when full attention is no longer given to the act, slight decreases in importance, feeling is present, and muscle sense is present" [49].

Many references were scrutinized for the help that they might provide in developing a classification system for educational objectives in the psychomotor domain. Most contributed something to the development of a background of understanding for work on the project. Those that have been reported in this chapter appeared to offer the most in terms of material directly related to the project.

### CHAPTER III. PROCEDURES

As has been stated, the objective of this project was: To develop a classification system for educational objectives, psychomotor domain, and if possible, in taxonomic form. The approach taken was an exploratory one. General procedures to guide the investigators were outlined, but these were deliberately left flexible, accomodative, and "open."

The disadvantage of such an approach is the possibility of some loss of time and energy in pursuing the objective; that is, this approach may be somewhat lacking in efficiency. On the other hand, it avoids the narrow restrictiveness of a more cut-and-dried approach. It opens the way for the possibilities of greater creativeness.

Work undertaken during 1964-65 toward achievement of the objective has already been outlined in Chapter I and will not be repeated here. Suffice to say, the work did give the investigator some confidence that the general procedural plan being followed might be a fruitful one. General procedures included the following:

1. A comprehensive review of related literature, especially of any that described ways of classifying psychomotor activities, and, hence, suggested possibilities for classifying the educational objectives of this domain.
2. Collecting and analyzing the behavioral objectives of this domain as one way of gaining insight regarding a possible classification system.
3. Laboratory analyses of certain tasks to discover by observation and introspection the nature of the psychomotor activity involved. These analyses were carried out by the research assistants on the project who had read widely in the area before attempting the analyses.
4. Conferences with scholars who have specialized knowledge of the nature of psychomotor activity, development of classification systems for educational objectives, and of the areas of study where educational objectives in the psychomotor domain are of paramount concern.

From the beginning, it was readily apparent that, if the classification system were to be taxonomic in form, an "organizing principle" would have to be found. This question was one that the investigators kept in mind as work progressed.

Ascertaining what objectives "fit" in this domain was an early concern. The definition given in the *Taxonomy of Educational Objectives, Affective Domain* [50] served as a guide: Psychomotor objectives are those which "emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular



coordination."

Examples which were checked and approved by specialists in the subject fields involved as belonging in the psychomotor domain were presented by Carol Hodgson as part of her progress report at the National Conference on Contemporary Issues in Home Economics Education. These were:

#### Industrial Arts

1. To develop skill in precision surface grinding operations
2. To develop skill in setting-up and operating a production drill press
3. To develop skill in setting-up and operating a production band saw

#### Agriculture

4. To develop skill in using an instrument similar to a syringe in penetrating a peach to extract a measured amount of juice and pulp to determine spray residue
5. To develop ability to pollinate an oat flower which involves using tweezers to open palea to place pollen on the stamen
6. To develop manipulative skill in debeaking a chick
7. To develop ability to place flowers on desired foundations based on a preconceived idea with regard to a particular arrangement.

#### Home Economics

8. To develop skill in draping material to fit a certain body proportion with a particular pre-conceived design
9. To develop skill in designing a flat pattern which can be used to make a garment
10. To develop ability to whip egg whites to their maximum volume

#### Music

11. To develop correct arm, hand, and finger positions in holding and playing a violin in response to aural cues
12. To develop ability of a student to play his part in a synchronized and balanced way with a group of students in the production of a piece of music
13. To develop skill in directing a musical group so that each movement has the same interpretation to each person in the group

14. To develop ability to produce the required amount of lip and breath control to achieve the desired duration, volume and character of a note on a French horn

#### Physical Education

15. To develop ability to maneuver and control one's body in propelling the body upward through the air as in high jumping
16. To develop ability to maintain proper stance and execute follow-through of movement after hitting a golf ball
17. To develop ability to draw a bow and hold that position while aiming arrow
18. To develop ability to throw a ball a desired distance to a desired place

#### Art

19. To develop ability to sketch a figure and costume it with the desired clothing design
20. To develop ability in manipulating a shuttle in weaving fabric on a loom

It was not always an easy task to ascertain whether a given objective was primarily of one type or another. One problem was related to *type* of *performance* called for in the objective. The concern of this project is performance of a particular sort, that involving motor activity. But, performance may be almost wholly of a cognitive type and, although at this point of time with reference to the project, it seems a bit strange, confusion sometimes resulted from uncertainty regarding the primary nature of the activity involved in an objective.

Another problem, one that is frequently encountered in analyzing educational objectives in all three domains, had to do with the lack of specificity of the objectives. That is, many that certainly involved a great deal of motor activity, almost equally also involved the other domains. These were broad objectives, such as: Ability to give a successful party. Ability to conduct a meeting. Ability to conduct a play period for small children. The investigators finally concluded that these were in the "action-pattern" domain, hence beyond and encompassing the other three domains.

Certain definitions were arrived at as ones that would be useful in communicating regarding the psychomotor domain. These were as follows:

*auditory* - pertaining to hearing or the sense or organs of hearing.

*auditory cues* - volume, pitch, timbre, distance, pattern of sounds.

*cues* - a stimulus which serves as a sign or signal of something else, the connection having been previously learned.

*cue selection* - deciding what cues one must respond to in order to satisfy the particular requirements of task performance.

*emotional set* - readiness in terms of attitudes favorable to the motor act's taking place.

*fine motor acts* - those that are performed by small muscles, especially of the fingers, hand and forearm, frequently involving eye-hand coordination.

*gross motor acts* - those involving the large muscle groups of the body, especially of the shoulders, trunk, and legs.

*kinesthetic* - the muscle sense; pertaining to sensitivity from activation of receptors in muscles, tendons, and joints.

*mechanism* - a habitual way of responding.

*mental set* - readiness, in the mental sense, to perform a certain motor act.

*perception* - the process of becoming aware of objects, qualities, or relations by way of sense organs.

*physical set* - readiness in the sense of having made the anatomical and postural adjustments necessary for the motor act to take place.

*psychomotor objectives* - those which emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular coordination. These objectives are stated in terms of abilities and skills.

*readiness to respond* - set to produce an overt behavioral act.

*reflex action* - an act, as a movement, performed involuntarily in consequence of a nervous impulse transmitted inward from a receptor, or sense organ, to a nerve center and outward to an effector, as a muscle or gland.

*response* - overt behavioral act of an individual.

*sensory stimulation* - impingement of a stimulus (i) upon one or more of the sense organs.

*set* - a preparatory adjustment or readiness for a particular kind of action or experience.

*smell* - to perceive by excitation of the olfactory nerves.

*smell cues (odors)* - ethereal, such as fruity, lemon; fragrance, as violet; burned, as tar; putrid, as bad fish; resinous, as pine; spicy, as cloves.

*stimulus* - the source of energy which affects a sense organ; what the behavior is responding to in a situation.

*tactile* - pertaining to the sense of touch.

*tactile cues* - texture, temperature, shape, size, pressure, position, state of motion, weight.

*taste* - ascertaining the relish or flavor of by taking some into the mouth.

*taste cues* - saltiness, sourness, bitterness, sweetness.

*translation process* - process of relating perception to action.

*visual* - concerned with the mental pictures or images obtained through the eyes.

*visual cues* - color, spatial relations, shape (line, form, size), motion, light and shade.

Assistants on the project attempted to determine exactly what happens in what sequence when one is working toward the achievement of an objective in this domain. Two examples of the results of these efforts follow:

| OBJECTIVE                        | SEQUENCE OF ACTION IN CARRYING OUT TASK   |
|----------------------------------|---|
| A. Ability to stack a tray.      | <ol style="list-style-type: none"> <li>1. Perception               <ul style="list-style-type: none"> <li>Visual, tactile, and kinesthetic</li> </ul> </li> <li>2. Set               <ul style="list-style-type: none"> <li>Mental set-discrimination</li> <li>Physical set - receptor set, and postural set</li> </ul> </li> <li>3. Response               <ul style="list-style-type: none"> <li>Readiness</li> <li>Selection of response</li> <li>Imitation</li> <li>Gross muscular activity</li> </ul> </li> <li>4. Mechanism - Response is learned</li> <li>5. Complex overt response               <ul style="list-style-type: none"> <li>Resolution of uncertainty</li> <li>Automatic performance</li> </ul> </li> </ol> |
| B. Ability to carry a large tray | <ol style="list-style-type: none"> <li>1. Perception               <ul style="list-style-type: none"> <li>1.12 Visual</li> </ul> </li> <li>2. Set               <ul style="list-style-type: none"> <li>2.10 Mental set</li> <li>2.11 Discrimination</li> <li>2.20 Physical set                   <ul style="list-style-type: none"> <li>2.21 Receptor set</li> <li>2.22 Postural set</li> </ul> </li> </ul> </li> <li>3. Response               <ul style="list-style-type: none"> <li>3.10 Readiness to respond</li> <li>3.20 Selection of response                   <ul style="list-style-type: none"> <li>3.21 Imitation</li> <li>3.22 Trial and error</li> </ul> </li> </ul> </li> </ol>                                   |

## 4. Mechanism - Learned response

## 5. Complex

5.10 Resolution of uncertainty

5.20 Automatic performance

At various times, the guidance and reaction of consultants were sought. The following persons were consulted during the course of the project as herein reported:

Jack A. Adams, Professor of Psychology, University of Illinois

Thomas S. Baldwin, Research Associate Professor, University of N. Carolina

Glenn M. Blair, Professor of Educational Psychology, University of Illinois

Marvin Clein, Professor of Physical Education for Men, University of Denver

Thomas Cureton, Professor of Physical Education for Men, University of Illinois

Charles Cyrus, Training Specialist, University of Texas, Austin

Helga Deutsch, Instructor in Physical Education for Women, University of Illinois

Rupert Evans, Dean, College of Education, University of Illinois

Norman Gronlund, Professor of Educational Psychology, University of Illinois

J. Thomas Hastings, Professor of Educational Psychology, University of Illinois

Laura Huelster, Professor of Physical Education for Women, University of Illinois

Charles Hulin, Professor of Psychology, University of Illinois

R. Stewart Jones, Professor of Educational Psychology, University of Illinois

Devore E. Killip, Assistant Professor, Postgraduate and Teacher Education, University of Illinois Medical Center, College of Dentistry

C. G. Knapp, Professor of Secondary and Continuing Education (Physical Education), University of Illinois

Alfred Krebs, Professor of Vocational and Technical Education (Agricultural Education), University of Illinois

David Krathwohl, Dean, College of Education, University of Syracuse

Ray M. Loree, Professor of Educational Psychology, University of Alabama



Elizabeth Melson, Associate Professor of Business Education,  
University of Illinois

Charles Leonhard, Professor of Music, University of Illinois

Harold Schultz, Professor of Arts, Departments of Arts and Elementary  
Education, University of Illinois

Celia Stendler, Professor of Elementary Education, University of  
Illinois

Jacob Stern, Professor of Vocational and Technical Education  
(Industrial Education), University of Illinois

William Stone, Department of Physical Education for Men, University  
of Denver

Mariana Trekell, Assistant Professor of Physical Education for Women,  
University of Illinois

C. J. Van Horn, Assistant Professor, Educational Psychology, University  
of Illinois

W. Wichlarajote, Graduate Student, Educational Psychology, University  
of Illinois

Helen Zwolanek, Assistant Professor of Textiles and Clothing,  
University of Illinois

Most of those consulted were extremely helpful in terms of suggesting related readings. One or two suggested research activities of a related nature which might provide "seed" for future explorations.

Much inspiration and several new insights were gained from Professor Ray Loree's speech on the "Relationships Among Three Domains of Educational Objectives" presented at the National Conference on Contemporary Issues in Home Economics Education at the University of Illinois, May, 1965. In addition, Professor Loree conferred with the investigator and the assistants on the project both in person and by mail. His ideas regarding the action-pattern domain were particularly provocative.

Helga Deutsch of the University of Illinois Department of Physical Education for Women was generous with her time in conferring with the assistants regarding the sequence involved in performing a motor act.

Because of his intense interest in the subject and because he had already given some thought to the development of a classification system for educational objectives in the psychomotor domain, Professor Marvin Clein of the University of Denver was invited to spend a day with the investigator and the two assistants reacting to the schema in one of its several forms. He was accompanied by Mr. William Stone, also of the staff, Physical Education for Men, University of Denver. Mr. Stone had also done considerable thinking about this domain and its relevance to physical education. Interestingly, independent work by these two had led them to conclusions similar to those reached by the investigator with respect to the schema in its broad, general outlines. This conference

was particularly helpful in providing some security and sense of direction for further work.

A conference with Professor Thomas Baldwin came about informally but proved very interesting and helpful. Professor Baldwin was in agreement regarding the general nature of the schema as it was developing. His discussion of the importance of "input" in relation to "output" in performing a motor act has already been noted.

Mrs. Carlson and Mrs. Griggs attended the 1966 meeting of the American Educational Research Association in order to hear reports of research related to the taxonomy of educational objectives, cognitive domain. The studies reported at this meeting were reviewed for any relevance they might have for the present project.

As the described procedures were being carried out, a number of attempts at the development of a useable classification system were being made. The following chapter reports the schema in its present form.

## CHAPTER IV. CLASSIFICATION OF EDUCATIONAL OBJECTIVES, PSYCHOMOTOR DOMAIN: A TENTATIVE SYSTEM

The following schema for classification of educational objectives in the psychomotor domain is presented with the full knowledge that it is still in a tentative form. Even if the investigator felt quite confident about the system she would, at best, have to admit that it could not be sufficiently tried, in any of its versions, during the one-year funding period.

The major organizational principle operative is that of complexity, with attention to the sequence involved in the performance of a motor act.

- 1.0 *Perception* - This is an essential first step in performing a motor act. It is the process of becoming aware of objects, qualities, or relations by way of the sense organs. It is the central portion of the situation - interpretation - action chain leading to purposeful motor activity.

The category of perception has been divided into three subcategories indicating three different levels with respect to the perception process. It seems to the investigator that this level is a parallel of the first category, receiving or attending, in the affective domain.

- 1.1 *Sensory stimulation* - Impingement of a stimulus (i) upon one or more of the sense organs.
  - 1.11 *Auditory* - Hearing or the sense or organs of hearing
  - 1.12 *Visual* - Concerned with the mental pictures or images obtained through the eyes
  - 1.13 *Tactile* - Pertaining to the sense of touch
  - 1.14 *Taste* - Ascertain the relish or flavor of by taking a portion into the mouth
  - 1.15 *Smell* - To perceive by excitation of the olfactory nerves
  - 1.16 *Kinesthetic* - The muscle sense; pertaining to sensitivity from activation of receptors in muscles, tendons, and joints

The preceding categories are not presented in any special order of importance, although, in Western cultures, the visual cues are said to

have dominance, whereas in some cultures, the auditory and tactile cues may pre-empt the high position we give the visual. Probably no sensible ordering of these is possible. It should also be pointed out that "the cues that guide action may change for a particular motor activity as learning progresses (e.g., kinesthetic cues replacing visual cues)" [51].

1.1 *Sensory stimulation* - Illustrative educational objectives.

Sensitivity to auditory cues in playing a musical instrument as a member of a group.

Awareness of difference in "hand" of various fabrics.

Sensitivity to flavors in seasoning food.

1.2 *Cue selection* - Deciding to what cues one must respond in order to satisfy the particular requirements of task performance.

This involves identification of the cue or cues and associating them with the task to be performed. It may involve grouping of cues in terms of past experience and knowledge. Cues relevant to the situation are selected as a guide to action; irrelevant cues are ignored or discarded.

1.2 *Cue selection* - Illustrative educational objectives.

Recognition of operating difficulties with machinery through the sound of the machine in operation.

Sensing where the needle should be set in beginning machine stitching.

Recognizing factors to take into account in batting in a softball game.

1.3 *Translation* - Relating of perception to action in performing a motor act. This is the mental process of determining the meaning of the cues received for action. It involves symbolic translation, that is, having an image or being reminded of something, "having an idea," as a result of cues received. It may involve insight which is essential in solving a problem through perceiving the relationships essential to solution. Sensory translation is an aspect of this level. It involves

"feedback," that is, knowledge of the effects of the process; translation is a continuous part of the motor act being performed.

### 1.3 *Translation* - Illustrative educational objectives.

Ability to relate music to dance form.

Ability to follow a recipe in preparing food.

Knowledge of the "feel" of operating a sewing machine successfully and use of this knowledge as a guide in stitching.

## 2.0 *Set* - Set is a preparatory adjustment or readiness for a particular kind of action or experience.

Three aspects of set have been identified: mental, physical, and emotional.

2.1 *Mental set* - Readiness, in the mental sense, to perform a certain motor act. This involves, as prerequisite, the level of perception and its subcategories which have already been identified. Discrimination, that is, using judgment in making distinctions is an aspect.

### 2.1 *Mental set* - Illustrative educational objectives.

Knowledge of steps in setting the table.

Knowledge of tools appropriate to performance of various sewing operations.

2.2 *Physical set* - Readiness in the sense of having made the anatomical adjustments necessary for a motor act to be performed. Readiness, in the physical sense, involves receptor set, that is, sensory attending, or focusing the attention of the needed sensory organs and postural set, or positioning of the body.

### 2.2 *Physical set* - Illustrative educational objectives.

Achievement of bodily stance preparatory to bowling.

Positioning of hands preparatory to typing.

2.3 *Emotional set* - Readiness in terms of attitudes favorable to the motor act's taking place. Willingness to respond is implied.



### 2.3 *Emotional set* - Illustrative educational objectives.

Disposition to perform sewing machine operation to best of ability

Desire to operate a production drill press with skill.

3.0 *Guided response* - This is an early step in the development of skill. Emphasis here is upon the abilities which are components of the more complex skill. Guided response is the overt behavioral act of an individual under the guidance of the instructor. Prerequisite to performance of the act are readiness to respond, in terms of set to produce the overt behavioral act and selection of the appropriate response. Selection of the appropriate response. Selection of response may be defined as deciding what response must be made in order to satisfy the particular requirements of task performance. There appear to be two major subcategories, imitation and trial and error.

3.1 *Imitation* - Imitation is the execution of an act as a direct response to the perception of another person performing the act.

3.1 *Imitation* - Illustrative educational objectives.

Imitation of the process of stay-stitching the curved neck edge of a bodice.

Performing a dance step as demonstrated.

Debeaking a chick in the manner demonstrated.

3.2 *Trial and error* - Trying various responses, usually with some rationale for each response, until an appropriate response is achieved. The appropriate response is one which meets the requirements of task performance, that is, "gets the job done" or does it more efficiently. This level may be defined as multiple-response learning in which the proper response is selected out of varied behavior, possibly through the influence of reward and punishment.

3.2 *Trial and error* - Illustrative educational objectives.

Discovering the most efficient method of ironing a blouse through trial of various procedures.

Ascertaining the sequence for cleaning a room through trial of several patterns.

4.0 *Mechanism* - Learned response has become habitual. At this level, the learner has achieved a certain confidence and degree of skill in the performance of the act. The act is a part of his repertoire of possible responses to stimuli and the demands of situations where the response is an appropriate one. The response may be more complex than at the preceding level; it may involve some patterning of response in carrying out the task. That is, abilities are combined in action of a skill nature.

4.0 *Mechanism* - Illustrative educational objectives.

Ability to perform a hand-hemming operation.

Ability to mix ingredients for a butter cake.

Ability to pollinate an oat flower.

5.0 *Complex overt response* - At this level, the individual can perform a motor act that is considered complex because of the movement pattern required. At this level, a high degree of skill has been attained. The act can be carried out smoothly and efficiently, that is, with minimum expenditure of time and energy. There are two subcategories: resolution of uncertainty and automatic performance.

5.1 *Resolution of uncertainty* - The act is performed without hesitation of the individual to get a mental picture of task sequence. That is, he knows the sequence required and so proceeds with confidence. The act is here defined as complex in nature.

5.1 *Resolution of uncertainty* - Illustrative educational objectives.

Skill in operating a milling machine.

Skill in setting up and operating a production band saw.

Skill in laying a pattern on fabric and cutting out a garment.

- 5.2 *Automatic performance* - At this level, the individual can perform a finely coordinated motor skill with a great deal of ease and muscle control.

- 5.2 *Automatic performance* - Illustrative educational objectives.

Skill in performing basic steps of national folk dances.

Skill in tailoring a suit.

Skill in performing on the violin.

The investigator believes that the schema in its present form will be at least somewhat useful. Whether there is sufficient distinction between one category and another is still a question. Perhaps additional subcategories to improve the discrimination quality are needed for some of the major sections.

Another question that needs further investigation is: Is there perhaps a sixth major category which might be designated as *adapting* and *originating*? Possibly such a level is needed. At this level, the individual might be so skilled that he can adapt the action in terms of the specific requirements of the individual performer and the situation. He might originate new patterns of action in solving a specific problem. Or, do these activities take place at all levels? Must the individual have attained a high degree of skill in order to adapt and originate?

The investigator found, not unexpectedly, that her work in this area has resulted in looking at educational objectives in the psychomotor domain in a new light. She has become aware that many objectives that are *assumed* might be *stated* in order to provide for greater clarity and to insure their consideration in the selection of learning experiences and content.

One next major step is that of providing for trial of the schema in many situations and revising it in light of the trials. Another important step that should be taken is that of looking critically at the relationships among the three domains. It is readily apparent that they are closely related and that a single educational objective might have a particular significance in one domain and another in another domain. For example, at the *mental set* level in performing a motor act, knowledge is required; hence, an objective that "fits" this level would also fit into the cognitive domain and could be classified here.

Much work is needed in studying the psychomotor domain and its relationships to the other two. What has been presented here is only a beginning.

Serious consideration needs to be given the "action-pattern" domain suggested by Loree [52]. The roles of subobjectives and the inter-play of "domains" in such broad objectives as the following is a matter requiring investigation: (1) To develop the ability to manage a farm. (2) To express ideas in a clear manner before a group. (3) To manage a home.

The magnitude of the tasks ahead is readily apparent. Direction is somewhat obscure. But, that is part of the fascination of working on a task that is essentially a creative one.

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## A SLIGHTLY TONGUE-IN-CHEEK DEVICE FOR TEACHER COGITATION

(by Elizabeth Simpson, with additions and revisions  
by Mary Mather, Hazel Spitze, and Emma Whiteford)

### What She Says

"I believe in a permissive classroom atmosphere."

"How can I develop teaching plans until I meet the class and get acquainted with the students I'll be teaching?"

"We will lose students if we don't let them sew."

"The administrators in this school favor other subject areas; they never order new equipment for the home ec. department."

"The parents expect them to learn garment construction."

"Good food is important, so my emphasis in foods classes is on tasty products."

"I think the teacher should structure the course."

"My teaching methods are tried and true."

"I use lots of films and other visual aids."

"I believe that everyone should save ten percent of his salary" or  
"--set the table for breakfast" or  
"--have some skill in handwork for leisure enjoyment."

"We aren't equipped to handle a playschool."

### What She May Mean

"I can't do a thing with the Sophomores in that 7th period class."

"It's too much trouble to do pre-planning for teaching."

"Planning units in management and relationships requires more time and effort."

"I forgot to make out the requisition forms for needed equipment."

"In sewing classes I can get by with less outside planning."

"Trying to change food habits to get more nutritional foods into daily diets is too difficult to try."

"I'm not secure enough to permit students to alter my plans."

"I'm afraid to try anything different."

"I can rest a little while the film is running."

"My standards provide a model for students to follow."

"It's too much trouble to improvise playschool facilities."

or

"I spent the entire equipment budget

"I'm not sold on the use of such tools as the classification systems for educational objectives."

"I always plan in terms of the individual needs of the student."

To students: "This is probably your first experience with this type of teaching and learning situation."

"I seldom involve students in planning class activities; after all, I am the specialist in the situation."

"The students are so free to discuss their personal problems with me."

"Of course, I have the department chairman's approval."

"My students demand to learn how to knit."

"The counselors are so anti-home ec."

"I integrate management and relationships rather than teaching them in separate units."

"The only way one can really evaluate is through observing behavior in out-of-school situations."

"We need to stand together on this thing if we are to operate effectively."

"My students enjoy experimental foods lab."

for sewing machines and pots and pans."

"I don't understand them and I don't want to do the study required for making use of these tools."

"I'd rather not cooperate in any departmental planning of sequence in the program."

"Your other teachers have been less competent and/or less dedicated than I."

"I'd rather do it myself, Mother!"

"I'm meeting some of my basic needs through the students' responses."

"I told her I had this notion when I caught her hurrying down the hall and she said, 'Uh-huh.'"

"I just love to knit."

"I haven't informed them about our program. We girls in the home ec. department usually have lunch here in the lab. and are otherwise busy with classes. I don't see the counselors from one year to the next."

"I don't teach management and relationships."

"Preparing good objective-type evaluation devices is too much trouble."

"Let's not bother with clarifying the issue and examining various positions with respect to it."

"That's the way my college foods course was taught."

"I get only the less able students."

"My classes don't stimulate the most capable."

"We covered that in Home Ec. I."

"I think that telling is teaching."

"Student enthusiasm is very high."

"They may not be learning much, but they are certainly having fun."



## HOME ECONOMICS EDUCATION COURSES

Summer Session, 1967  
University of Illinois

### June 19 - July 14 (First four weeks)

Vocational and Technical Education 459 -- Workshop in Curriculum Development: Home Economics Education at the Post-High School Level. Trends in home economics education at the post high-school level are studied. The workshop is designed to help teachers in developing programs which prepare students for home economics-related occupations at the thirteenth and fourteenth grade levels. Opportunity is provided for work on related projects of individual concern.

1 unit. 8-11 TWThF. *Dr. Emma Whiteford, Visiting Professor, Home Economics Education*

Vocational and Technical Education 456 -- Curriculum Problems and Trends in Home Economics. Trends in home economics education, bases for curriculum decisions, and methods of curriculum development are studied. Special emphasis is given to teaching for the development of concepts and generalizations. Opportunity is provided for work on problems of individual concern.

1 unit. 1-4 TWThF. *Dr. Hazel Spitze, Assistant Professor, Home Economics Education*

### July 17 - August 12 (Second four weeks)

Vocational and Technical Education 450 -- Evaluation in Home Economics. Theory and techniques of evaluation in home economics at different educational levels are studied. Evaluation instruments are developed, analyzed, and refined. Emphasis is given to the analysis of the behavioral aspects of educational objectives in the cognitive, affective, and psychomotor domains.

1 unit. 8-11 TWThF. *Dr. Elizabeth Simpson, Professor, Home Economics Education*

Vocational and Technical Education 451 -- Supervision in Home Economics Education. Designed for teachers who may be responsible for student teachers or for a group of teachers in a given school or system, this course deals with theory, principles and techniques of pre-service and in-service education of teachers in home economics as well as administration and evaluation of home economics programs in the public schools.

1 unit. 1-4 TWThF. *Dr. Mary Mather, Associate Professor, Home Economics Education*

For further information about graduate programs and summer school offerings at the University of Illinois, write to:

Dr. Janice Smith, Head  
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260 Bevier Hall  
University of Illinois  
Urbana, Illinois 61801

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Department of Vocational and Technical Education  
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# ILLINOIS TEACHER OF HOME ECONOMICS

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THE DECADE AHEAD: OPPORTUNITIES AND EXPECTATIONS

Foreword

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## FOREWORD

At first thought, the content of this issue of the *Illinois Teacher* may seem somewhat esoteric. However, further consideration of Japanese flower arrangement as a subject for a home economics class reveals a sound rationale for its inclusion:

1. Recent developments in home economics have given little place to aesthetic values, yet these are of continuing importance in the improvement of family life.

2. Value conflicts frequently develop and inhibit transfer when the standards and practices taught at school are quite different from those of the home. This is particularly true when the practices and standards are concerned with everyday family occurrences, such as table setting, eating meals, selecting and arranging furnishings, etc. Japanese flower arrangement provides a vehicle for helping students develop art concepts, but the vehicle itself is remote from usual family practice. That is, conflicts with the home situation may be avoided during the phase of developing the concepts. As applications are made, these conflicts must be dealt with.

3. The work on flower arrangement could serve to help students better understand and appreciate another culture.

4. The cost of supplies and equipment to develop art principles in this area is minimal.

--Elizabeth Simpson  
Editor



### Cherry Boughs

Cherry boughs for a dollar or two  
From the florist shop off Kirby -  
For days they were life-gripped by  
Tight green buds, white-tipped  
And clustered together as if  
For mutual comforting.  
But, today, returning home, I found  
Them in swelling, tender bloom,  
Tiny white ruffles, soft and yielding  
To the touch.  
Tonight I do not read over  
My solitary dinner.  
Not when I can look upon these  
Small white wonders.

## JAPANESE FLOWER ARRANGEMENT, AN INTRODUCTION

John McLure  
Counselor  
Jefferson Junior High  
Champaign, Illinois

We are at least three decades too late in speaking of Japanese flower arrangement as if it were entirely a foreign subject. Rockwell and Grayson, two of the outstanding writers on floral decorations in America, stated in their work, *Flower Arrangement*, "...to the Japanese we must frankly give credit for the influence which, more than any other, has made our modern flower art what it is today" [1]. Cary and Merrill wrote, "I have yet to meet a man or woman who produces beautiful flower arrangements who does not know something of the principles of Japanese design" [2].

The principles of Japanese arrangement have already become a part of our heritage. If one will merely stroll through a local flower show or thumb through a book on the subject, he will recognize several arrangements that show Japanese concepts. The original principles may have been blurred into a line-mass arrangement, but nevertheless the creator used them.

If Japanese arrangements have in part become American, then why introduce the subject? There are two reasons. First, the few Japanese principles that have come into this American art have entered impressionistically. Explanations are few and sketchy. Understandings are sought chiefly through intuition. One may learn that the Japanese use triangles, and they also feel that empty spaces are as important as the parts actually seen. But these profound generalizations go no further. We have been content to take only the hastiest glimpse of this centuries-old Oriental art without seeking both a systematic teaching and an understanding of the underlying philosophical bases. Our careless approach makes about as much sense as the architects who claim to be working in the spirit of Frank Lloyd Wright when they merely cap excessive roof masses on church designs without bothering about his organic principles.

The second reason for reintroducing Japanese flower arrangement is that the art has almost entirely been neglected in the public schools. Flower club members occasionally know something about this field, and university home economics courses may provide a fleeting glance. Yet most Americans are not exposed to this art in their schoolwork.

It seems very likely that a systematic study of flower arrangement has not grown in the schools because, among other reasons, it is not ordinarily viewed as an important art. If Mrs. Green wants the table decorated at mealtime, she asks Mary to "stick some flowers in that vase." Mary gathers an armful of cuttings from the yard and places them in a tight, pear-shaped mass with the largest blossoms at the bottom. For added effect, Mary scatters half a dozen gradations in hue. The

production is as fresh and cheerful as Mary herself. The mother compliments it, the father notices it, and if the young brother does not praise it, at least he says nothing derogatory about the centerpiece.

When we introduce Japanese flower arrangement, it is instructive to set up a dichotomous view of the traditional American forms as they have been inherited from Europe (especially France and England) and the Victorian style. If we examine several hundred arrangements, we will discover one overriding theme. It is abundance. If one could not see the uses of dozens upon dozens of blossoms, he would still be struck by the repetition of such words as opulence, spray, garland, mass, filler, and lavish. We are a society accustomed to dealing with numbers of flowers. The young man sends his sweetheart not one flower but a dozen. And once each year, a bacchanalia of flowers is used in the Tournament of Roses. There are many other examples.

Japanese arrangement by contrast usually deals with few species and sparse, controlled numbers. Mary's mother might react to such an arrangement by feeling that it needs ten more blooms.

What are some other concepts that the Japanese arranger uses? One of the strongest principles, probably the single Japanese idea that has penetrated Western arranging more than any other, is that of three distinct branches that form important planes as well as a triangle. The student will find a new outlook on unity, proportion, balance, repetition, and many other concepts. Probably one of the most important ideas is the habit of observing the particular plant in its natural habitat and then retaining the spirit of the flower in its new setting. The student does not stop here; he penetrates to a point of understanding the philosophical principles that underly the arrangement concepts. An example is the use of empty space or voids. The student is in the position of the former first grader who finally learned a use for the white crayon on his white sheet of paper.

If the student will practice implementing these new principles, he may in time develop an exceedingly significant outcome, namely the willingness to experiment with new forms, new variations. Japanese arranging, once internalized, will cause the student to re-examine some of the very mindsets that held him.

The study of Japanese flower arrangement is one road in the pursuit of excellence. What other justifications are there for its introduction into the junior high and high school curricula?

1) A unit of study here would acquaint the students with a long view of aesthetics that they will be unlikely to find in a systematic form elsewhere. The school is the best place for leadership in this reintroduction.

2) Because flower arrangement exists in many students' homes only as a rudimentary art, this study of Japanese principles should not result in the value clash resistance that occasionally occurs in studies of home furnishings, cooking, clothing construction, and other phases of home economics.

3) A systematic study would provide cross-cultural and interdisciplinary experiences for other classes such as English and geography.

4) This study would result in the clarification and elaboration of those intuitive beginnings in Japanese flower arrangement that we have now. In her book, *Period Flower Arrangement*, Margaret F. Marcus commented on a variety of Japanese concepts which have entered American practice. She then added, "...but there remains much for us to learn of many other factors which motivate Japanese compositions" [3].

5) Art students and home economics students who wish to develop an appreciation in the new directions in flower arrangement, especially the abstract, should first study traditional Japanese. There are connecting bridges in the Japanese to the abstract which appear to exist in traditional Western forms only in some uses of color.

6) A Japanese flower arrangement unit would go a long way toward providing a challenging and stimulating development of leisure time.

#### Footnotes

1. F. F. Rockwell and Esther C. Grayson, *The Rockwells' New Complete Book of Flower Arrangement* (Garden City, New York: Doubleday & Company, Inc.), 1960, 30.
2. Katherine T. Cary and Nellie D. Merrill, *Arranging Flowers Throughout the Year* (New York: Dodd, Mead & Company), 1934, 14.
3. Margaret F. Marcus, *Period Flower Arrangement* (New York: M. Barrows & Company, Inc.), 1952, 230.





Pictured above creating an arrangement is Mr. Shozo Sato, who taught the Japanese flower arranging course, on which the curriculum guide is based. He is currently on the staff of the University of Wisconsin--Madison.



## JAPANESE FLOWER ARRANGEMENT CURRICULUM GUIDE

Julia Renegar Broome  
Home Economics Teacher  
Jefferson Junior High School  
Champaign, Illinois

### Overview

"Japanese Flower Arrangement Curriculum Guide" was written as part of a project sponsored by the Bureau of Educational Research at the University of Illinois. Mr. Shozo Sato was engaged to teach a ten-lesson course on Japanese flower arranging to a small group of home economics teachers, and it was the writer's job to prepare a curriculum guide based on the content of the course. Mr. Sato taught the course in the summer of 1966 at the Art Floral Company in Champaign, Illinois. Since the content of "Introduction to Japanese Flower Arranging" was derived solely from Mr. Sato's classes, he reviewed the content and approved it as being clearly stated. All of the illustrations which accompany the curriculum guide were drawn by Mr. Sato.

Mr. Sato's training and experience evidence his qualifications as a teacher of the art of Japanese flower arranging. He is a graduate of Bunka Gakuin College, Tokyo, Japan, and received a degree in Fine Arts in 1955. From 1955 to 1958 he studied aesthetics at the Tokyo Fine Arts University. Mr. Sato received the diploma in Flower Arrangement from Ikenobo Ryusei in 1959. He has his diploma from the Hanayagi School of Classical Dance, 1959; diploma in Tea Ceremony from the Japan Tea Ceremony Institute, 1958; and he has studied music at the Tokyo Seisen School. The subjects he has taught include fine arts, flower arrangement, Japanese culture, tea ceremony, and classical dance. His teaching experience has been in the following: Seiyu Home, Tokyo; U.S. Navy Dependents School, Yokosuka; Kamakura Ryusei School; Tokyo Uokuni Ltd. Co.; Okatima Shoten Ltd. Co.; and Tokyo Ryusei School. Mr. Sato recently published a book entitled *Art in Arranging Flowers* (Harry N. Abrams, Inc., New York, N.Y.).

The teacher who is to use this curriculum guide will need to prepare for the lessons by first teaching herself the concepts, techniques, and appreciations in the content of the curriculum. Study of the content, practice of the techniques and carrying out the learning experiences will help the teacher to acquire abilities and understandings for conducting the class. The more experience anyone has in constructing arrangements in the various styles the greater his understanding of and ability in the art of Japanese flower arranging. In addition to the teacher's study of the curriculum guide, use of the references in local libraries can contribute to her competence in Japanese flower arranging. Also, if there happens to be a person in the community who has training in Japanese flower arranging, this person could serve as a resource for the teacher and the class.

The concepts included in "Japanese Flower Arrangement Curriculum Guide" are closely related to principles of design often included in the home furnishings area of Home Economics courses. An understanding and an appreciation of balance, rhythm, unity, proportion, scale, and emphasis can be gained as students study the use of these principles in styles of Japanese flower arranging. Then as students create their own arrangements in the contemporary natural free style and abstract style they employ this understanding and appreciation. Students also improve their ability to analyze any design and to judge its quality as they learn about styles of Japanese flower arranging by analyzing their construction. This curriculum guide could efficiently serve as an introductory part of a study of home furnishings since the student could use his learnings in judging furniture design, in arranging furniture, and in choosing and grouping accessories as well as in creating artistically sound flower arrangements for use in the home.

In addition to giving the student a repertoire of flower arrangement patterns from which to choose, the study of traditional Japanese styles of flower arrangement enables the student to progress in his aesthetic appreciation to the point where he no longer has to depend upon a style to guide him but can develop his own style as he creates arrangements in the contemporary natural free style and abstract style. Mr. Sato compared this development to that of the art student who studies masterpieces in order to be able to express himself in his own style of painting. In introducing this unit to the students, the teacher could explain the reasons behind the sequence of lessons which begins with the traditional Moribana and Nageire styles and ends with the contemporary natural free style and abstract style.

The content and the learning experiences concerned with techniques used in Moribana and Nageire styles have been written to enable the student to determine the aesthetic principle behind each rule. With an understanding of the reason for the rule and of its effect upon the design the student will be more likely to remember and to use the rule. Having discovered the reason by analyzing an arrangement in which the rule has been used, rather than having it presented to him, will also help him to remember the rule. But more important than the rules is the aesthetic appreciation which he is developing as he analyzes arrangements for balance, proportion, unity, and other design elements. Therefore, the writer has not suggested that students simply be given the rules and told to follow them in making arrangements.

In constructing arrangements each student will need a heavy needle-point holder of rectangular shape, a strong pair of clippers, and at least one low container and one tall one. The low containers for Moribana arrangements can be rectangular, round, or square and may be flat or have a short pedestal. The tall containers used for Nageire styles usually have a wide mouth and relatively straight sides, or may be set upon a tall pedestal. (See Figure 20 for examples of containers.) The student will also need some thin wire obtainable from a florist.

Frequent use of the term "materials" in the curriculum guide requires that an explanation of the meaning of the term be given. It is a general term referring to branches, limbs, flowers, or any parts of plants with which the arranger is working. The materials used by

students in the arrangements could be furnished by the school or by the student. Uniformity of materials for a particular lesson could be assured by obtaining them at a florist, or from one garden, and having each student pay for the materials he uses. In the beginning lessons it would be advisable to have the teacher obtain the needed materials in order to have a suitable type for the learning experiences. Later, after students have progressed in their ability to select materials in relation to the style of an arrangement, it would be to their advantage to select their own materials and bring them to class, especially in the last lesson on abstract arranging. Distributing the materials to the students in class in the beginning can help them to learn how to select appropriate branches; gradually they can choose the branches they are to use. To make the study of Japanese styles of flower arranging more practical for the locality, the teacher and the class can explore the characteristics of materials grown in the community and use these materials in styles of arrangements appropriate for them.

The vocabulary list for students is included to indicate words used in the unit which students need to understand. The teacher may have to adjust the content of the list in accordance with the needs of the students in the class. An understanding of the words listed is definitely needed in accomplishing the objectives of the unit; however, a practical definition for some terms, obtained through experience, should prove more useful to the student than a definition memorized from the dictionary. The vocabulary list is in the appendix, where additional techniques not covered in any of the lessons are also included.

It is suggested that students keep a notebook of the line drawings and class notes for later reference, and that pictures of flowers and flower arrangements be collected for the notebook.

No estimate of total time is given for this unit. Each objective could take at least one class period and some objectives would need several periods. Class time could be shortened by having students construct most of their arrangements outside of class, but several disadvantages, such as the lack of the teacher's evaluation of the work, seem to make this way of shortening time undesirable. Students should be expected to practice outside of class, unless several days can be used for practice on each type of arrangement; the more one works with the styles of arranging the more he improves in his ability to make aesthetically pleasing arrangements.

## JAPANESE FLOWER ARRANGEMENT CURRICULUM GUIDE

### Topics

1. Comparison of Traditional Western and Japanese Styles
2. Relationship of Japanese Flower Arranging and Nature
3. Comparison of Basic Formal, Semiformal, and Informal Styles of Moribana
4. Degree Positions for Branches
5. Placement on the Needle-Point Holder
6. Lengths of Branches and Flowers (Proportion)
7. Directions in Which Branches Face
8. S-shaped Curve of Branches
9. Sizes, Curves, and Face Directions of Flowers
10. Balance of Mass and Line
11. Use of Empty Space
12. Formal Style of Moribana
13. Semiformal Style of Moribana
14. Informal Style of Moribana
15. Formal, Semiformal, and Informal Styles of Nageire
16. Techniques Unique to Nageire Style Arrangements
17. Substitution of Flowers for Branches in Nageire Styles
18. Creating Movement as an Element of Design
19. Natural Free Style
20. Abstract Arrangements with Straight Lines
21. Abstract Arrangements with Altered Materials.



## ILLUSTRATIONS

Drawn by Mr. Shozo Sato

- Figure 1. Traditional Styles of Western (A) and Japanese (B) Flower Arranging
- Figure 2. Basic Moribana Styles: Formal, Semiformal, and Informal
- Figure 3. Reverse of Basic Moribana Styles
- Figure 4. Degrees in the Vertical and Horizontal Planes
- Figure 5. Interrelationship of Lengths of Branches and Flowers
- Figure 6. The Basic Unit for A Branch: Height Plus the Length of the Container
- Figure 7. Faces of Leaves, Turned Toward the Sun
- Figure 8. Techniques Used in Bending Branches
- Figure 9. Sizes of A, B, and C Flowers and the Direction Each Faces (Front View and Side View)
- Figure 10. Removing Excess Mass From Branches
- Figure 11. Removing Excess Mass From Flower Stems
- Figure 12. Positioning Empty Space Over the Center of the Container
- Figure 13. Variations of Formal Style Moribana
- Figure 14. Variations of Semiformal Style Moribana
- Figure 15. Variations of Informal Style Moribana
- Figure 16. Basic Nageire Styles: Formal, Semiformal, and Informal (Angles of Branches, Top Views of Branch Position in Container)
- Figure 17. Variations of Informal Style Nageire
- Figure 18. Anchoring Stems in Nageire Arrangements
- Figure 19. Creating Movement in an Arrangement
- Figure 20. Abstract Style Arrangements: Using Line, Mass, and Plane in Relation to the Container
- Figure 21. Techniques Used in Preparing Branch Ends for Use on a Needle-Point Holder
- Figure 22. Techniques Used in Preparing Stem Ends



## PHOTOGRAPHS

Materials used in each of the arrangements shown in the photographs were selected to give an example of inexpensive materials that are readily available in winter. Mrs. William McLure constructed all of the arrangements shown from materials she had on hand. Mr. Clyde Smith, science teacher at Jefferson Junior High School, Champaign, Illinois, was the photographer.



Julia Broome is pointing out to John McLure the mass of carnations used as accent in the arrangement.

In this modified traditional design, corkscrew willow is used for the lines of the arrangement and three fresh red carnations provide accent. The Japanese container is grey-green, as is the bark of the willow branches.



Mrs. William McLure indicates the main line ("A" branch).

**OBJECTIVES:** Ability to distinguish between a traditional Western flower arrangement and a Japanese flower arrangement.

Understanding of the appropriateness of Japanese flower arrangements for contemporary homes.

### Content

The simplicity of line, the balance of mass with empty space and the feeling of depth in a Japanese flower arrangement contrast with the abundance of materials, the solidarity, and the feeling of a flat plane in the traditional Western flower arrangement.

The interesting, irregular triangular shape of a Japanese flower arrangement contrasts with the even triangular shape of a traditional Western arrangement (asymmetrical contrasts with symmetrical).

Traditional Western and Japanese styles of flower arrangements differ in their use of materials. In a Western style, flowers form the body of the arrangement and few branches are used; but in a Japanese style branches form the main part of the arrangement and flowers serve only as accents.

The differing emphasis placed on flower arranging in the two cultures is evidenced by the purposes behind each type of arranging: Western flower arrangements serve solely as a decoration for the home while Japanese flower arranging is considered one of the fine arts. In contrast to Western flower arranging, for which few rules or styles have been perfected, Japanese flower arranging has precise rules and styles which have been produced through centuries of work by masters of the fine art.

### Learning Experiences

Have displayed in the front of the class (1) Bowl of flowers arranged in Western style or arranged in a manner likely to be used in the students' homes. (2) A Moribana basic formal style arrangement (see Figure 2, page 168).

Have students list all the ways that they see these arrangements differing; class discussion of these differences summarized on board.

Show the students drawings of the two types of arrangements and the triangular shapes of each; have students point out differences and relative attractiveness of each (see Figure 1, page 164). After discussion, state definitions of "symmetrical" and "asymmetrical."

Compare briefly the history of the development of Japanese arranging with that of Western arranging. (Obtain information from available references.)

Cite articles in current magazines to illustrate the increasing interest in Japanese flower arranging.

Show pictures of contemporary furniture and determine characteristics which distinguish this style of furniture. Compare the lines of contemporary furniture (simple and straight) with those of a Japanese flower arrangement to determine how the curves of the arrangements contrast with the design of the furniture, making the arrangement an appropriate

accessory. Consideration in choosing accessories for any style of furniture can be brought out in the discussion.

The compatibility of Japanese flower arrangements with contemporary design in furniture and architecture gives impetus to current interest in the art of Japanese flower arranging.

The contrast of the natural curves used in Japanese flower arrangements and the straight lines used in contemporary furniture makes Japanese flower arrangements appropriate accessories in contemporary homes.

After distinguishing the characteristics of contemporary furniture (above), ask students to compare the use of a Western and of a Japanese arrangement as accessories in a room with contemporary furniture.

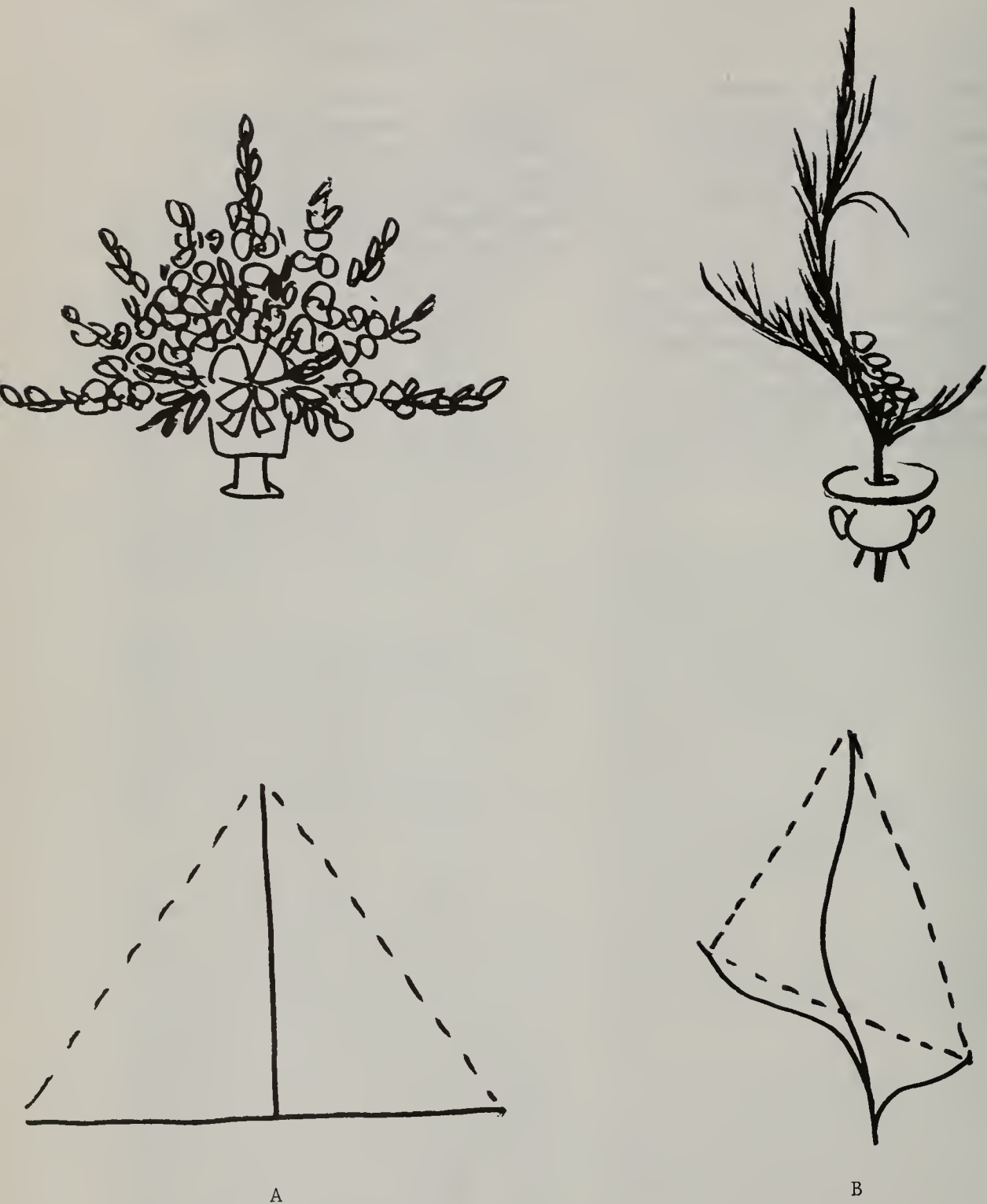


Figure 1. Traditional Styles of Western (A) and Japanese (B) Flower Arranging



**OBJECTIVE:** Understanding of the relationship between Japanese flower arrangements and nature.

### Content

Certain principles concerning the use of plant materials in Japanese flower arranging have resulted from observations of nature.

The angles used for branches in arrangements were developed from observation of angles in nature, such as those formed by the limbs and the trunk of a tree.

The general shape of arrangements, narrow at the bottom and widest at the top, with all lines coming up from a single point, resulted from observation of this shape in nature, such as that of tree limbs spreading wide from the trunk.

The S-shaped curve given to the main lines of an arrangement originated in the S-shaped curve frequent in nature; for example, the curve of rose petals forming the flower.

The placement of a branch with its front in a certain direction resulted from observation of the directional characteristics of leaves and branches in nature: branches face with the top sides of leaves upward and bend in toward the center of the tree.

### Learning Experiences

Display an arrangement (Moribana basic semiformal style; see Figure 2, page 168.) Class discussion: what similarities are there between this arrangement and trees; plants?

For student observation of trees and plants several activities are possible:

- 1) a field trip to an area near school;
- 2) showing color slides or photographs of trees or plants;
- 3) examining potted plants;
- 4) individual observation outside of class.

To guide their observation of nature, give students a list of questions which will direct their attention to the characteristics that have contributed to the development of Japanese flower arrangements.

Summarize by again looking at the arrangement (above) and stating its general characteristics resulting from a study of nature.

**OBJECTIVES:** Knowledge of the distinguishing characteristics of formal, semiformal, and informal styles of Moribana.

Ability to choose among formal, semiformal, and informal styles of Moribana according to characteristics of materials and location of finished arrangement.

### Content

### Learning Experiences

As the names (formal, semiformal, informal) imply, the flower arrangement becomes more relaxed in the informal style; angles of branches are wider apart and more horizontal than in the formal style.

Display arrangements in basic Moribana styles. (See Figure 2.)

- formal
- semiformal
- informal

The Japanese compare the three styles within Moribana by describing their resemblance to Buddha in different positions:

Have students examine and compare basic styles; as a class determine and state all the differences.

In formal basic style (A 10°)  
Buddha stands;  
In semiformal basic style (A 45°)  
Buddha sits;  
In informal basic style (A 70°)  
Buddha lies down.

- branch positions
- triangular shape created by branch positions
- feeling created by each
- shape and type of materials appropriate to each
- location of the empty space

The natural lines of the materials being used influence the arranger's choice of style; for example, a branch which has a natural vertical line would be best used in a formal style arrangement.

Class examines branches of different materials, stating the style for which each type is appropriate and giving reasons why.

The shape of the finished arrangement varies with the style used (formal, semiformal, informal).

The dimensions of the space in which the arrangement is to be placed influence the arranger's choice of style.

Determine the shape of the location appropriate for each type of arrangement by (1) analyzing the general shape of each type, (2) finding pictures of typical locations for arrangements in the home, and (3) choosing the location appropriate for each type of style.

A tall, narrow space calls for the comparatively vertical formal style.

A low horizontal space calls for the low and wide informal style.

Any space, or a space with dimensions in between vertical

and horizontal, can be used for the semiformal style in which the A branch at  $45^\circ$  makes it half way between vertical and horizontal.

Each basic style has a "reverse" of itself; each degree position which is on the left side in the basic style moves to the right side of the arrangement in the reverse, and each degree position that is on the right moves to the left. The "reverse" of each style, therefore, appears as a mirror image of the original.

By placing an original style and its reverse back to back the two arrangements make one which has no front or back side and can be used where it will be seen from all sides.

The style itself can be called a left side arrangement and its reverse a right side arrangement.

The reverse has the same triangular shape as its original but the triangle is in a different position.

Each of the variations, also, has a reverse of itself.

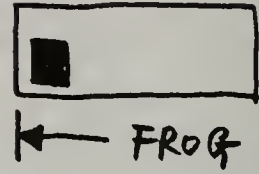
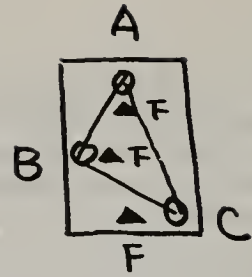
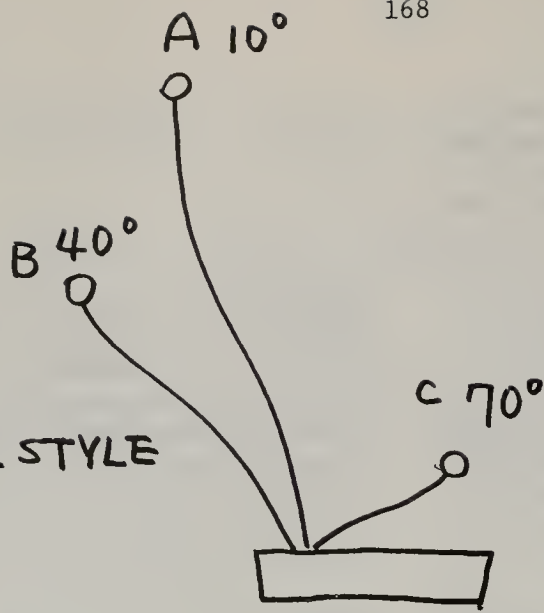
Examine line drawings of the reverse of each basic style (see Figure 3) to determine similarities and differences in the shape of arrangements made from a basic style and its reverse.

Demonstrate the way of making an arrangement having no front or back by placing one of the basic styles and its reverse back to back. Use actual arrangements.

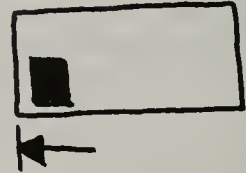
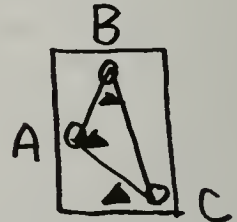
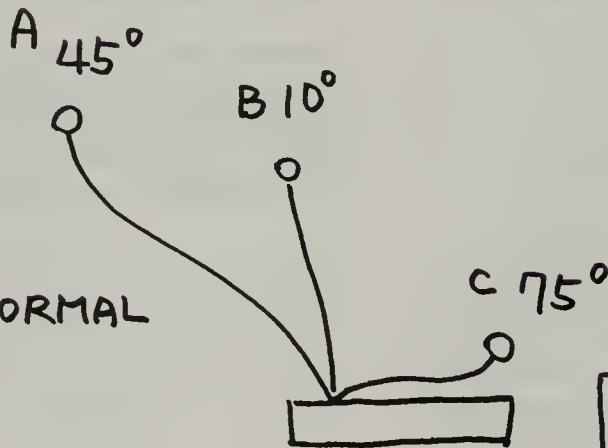
Compare locations in which arrangements would need to have neither a front nor a back, and ones in which having a back side would make no difference.

As each of the styles (basic and three variations of formal, semiformal, and informal) are studied, the reverse of each one should be indicated. No drawings or discussions are given of the reverse of each of the variations; however, there should be no problem in using them after the reverse of the basic styles is understood.

BASIC FORMAL STYLE



BASIC SEMI FORMAL



BASIC INFORMAL

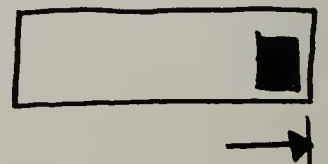
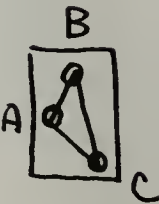
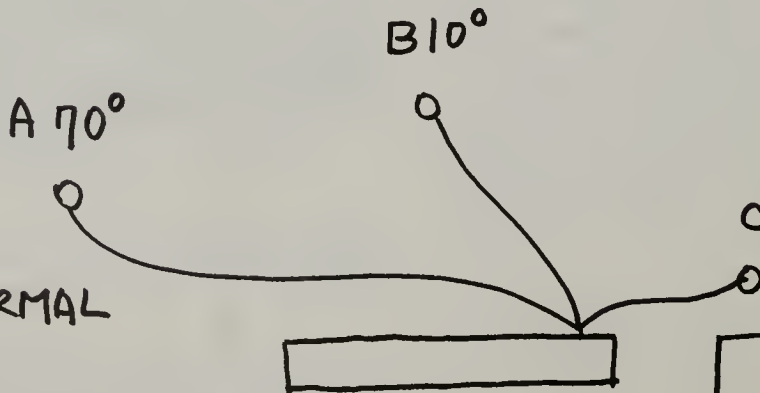


Figure 2. Basic Moribana Styles:  
Formal, Semiformal, and Informal

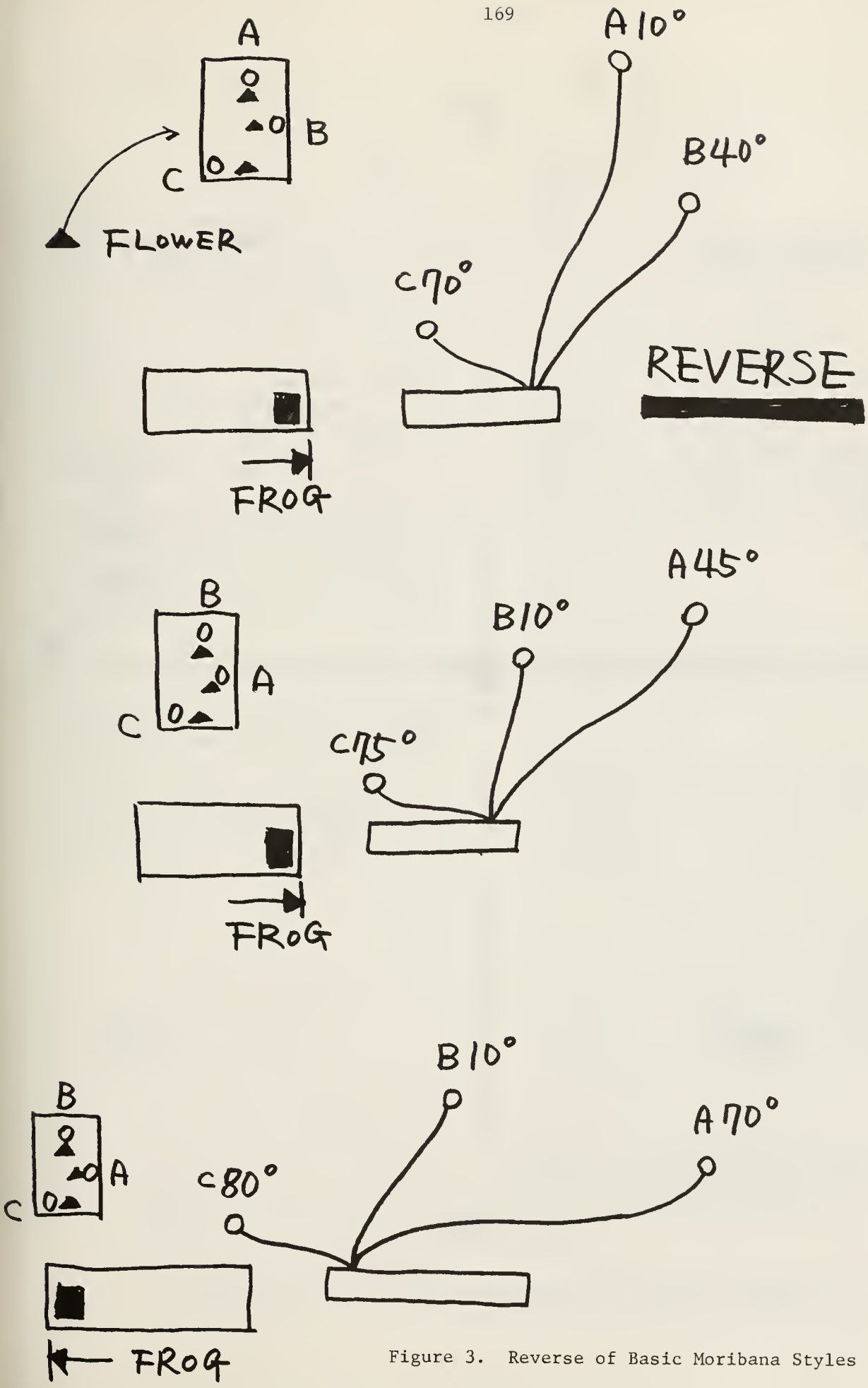


Figure 3. Reverse of Basic Moribana Styles



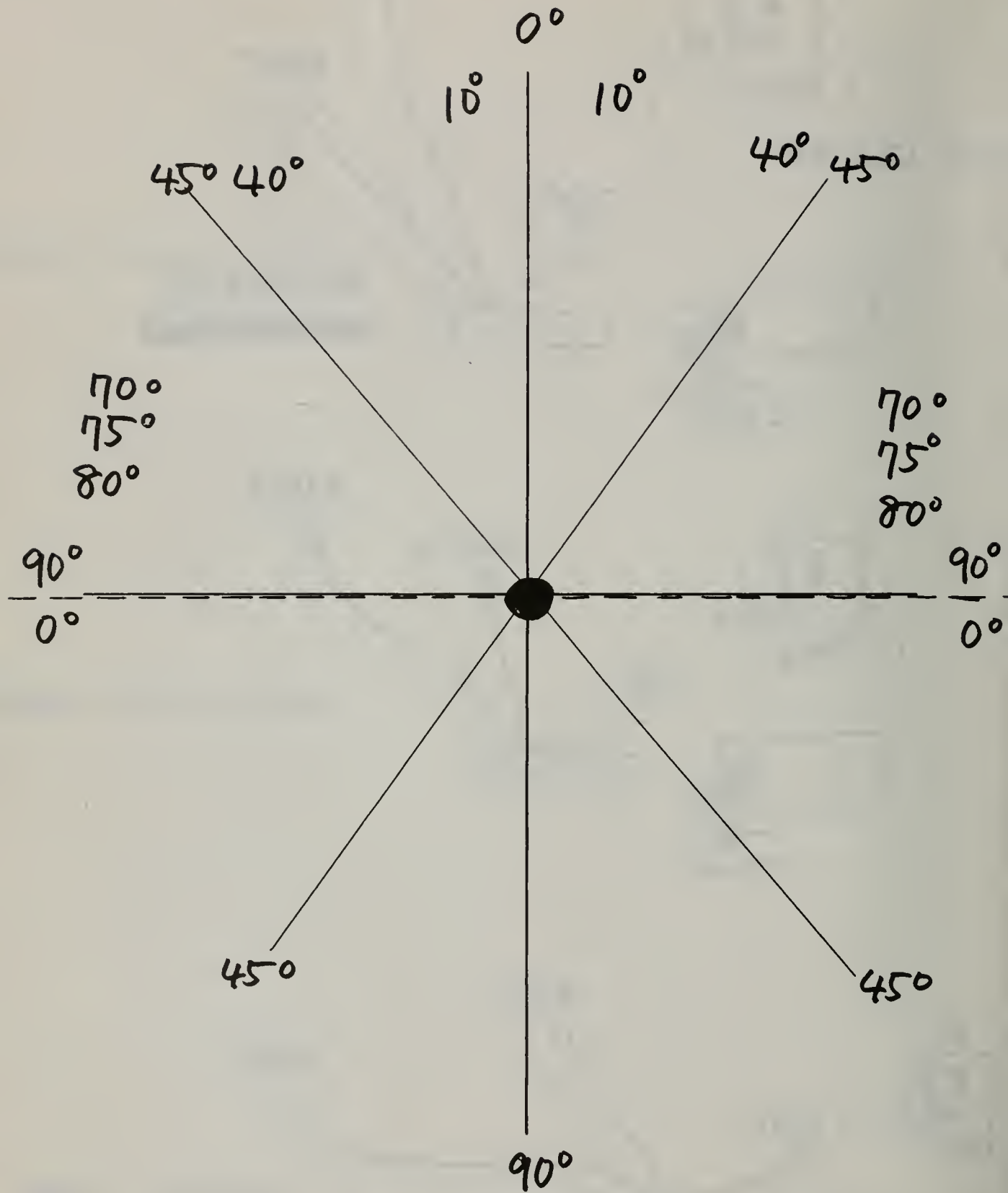


Figure 4. Degrees in the Vertical and Horizontal Planes

OBJECTIVE: Knowledge of the two planes and their degrees used in positioning materials in Japanese flower arranging.

## Content

The three-dimensional aspect of a Japanese flower arrangement results from the placement of branches according to degrees in both a vertical plane and a horizontal plane.

The vertical plane forms a semi-circle above the container; the top center of the arc is  $0^\circ$ , graduating down to  $90^\circ$  in the right corner and down to  $90^\circ$  in the left corner.

The horizontal plane comes forward, forming a semicircle in front of the container; straight forward, in the center of the arc is  $0^\circ$ , graduating out to  $90^\circ$  in the right corner and out to  $90^\circ$  in the left corner.

The degree position of a branch determines how vertical the branch is and how much forward it comes.

The angle made by a branch is formed by an imaginary line running from the base of the branch to the tip.

## Learning Experiences

Have an arrangement constructed to illustrate angles (suggested: Moribana basic informal style; see Figure 2, page 168).

Demonstration: Use the same type of materials (branches already cut in required lengths) and construct another arrangement using the same angles (Moribana basic informal style); explain the placement of each branch as its position is found in the vertical and in the horizontal plane.

Visual aids:

- 1) Large poster or chalk board diagrams showing the two planes and degrees from  $0$  to  $90$ .
- 2) Copies of these diagrams (see Figure 4) for students; have the students fold the diagrams along the dotted line in the center; this fold allows the diagram to represent the vertical and horizontal planes at a right angle.
- 3) Diagrams which could be attached to the containers, vertically and horizontally, may be used in practicing placement of the branches. (Students could make these from paper to fit their containers.)

Class members practice positioning branches: remove all from teacher's demonstration arrangement and have individual students come before class and place according to degrees.

Each class member practices finding degree positions for branches by

using a yardstick and a container while the teacher calls out the degree positions ( $10^\circ$ ,  $40^\circ$ ,  $70^\circ$ ,  $80^\circ$ ) alternating right and left sides. For example, one of the teacher's calls would be " $10^\circ$  to the left." Students would find this degree position by leaning the yardstick from the  $0^\circ$  position  $10^\circ$  to the left and  $10^\circ$  forward, forming an angle of  $10^\circ$ . (Yardstick simulates the imaginary line running from base of the branch to the tip.)

**OBJECTIVE:** Knowledge of positions of the frog for branches and flowers in Moribana style.

### Content

The specified frog positions for branches enable all lines to be seen distinctly with no branch crossing another because the most vertical and least forward branch is placed in the center back; the branch that is neither the most vertical nor most horizontal and that extends most to the side is placed on one side; and the most horizontal and least vertical branch is placed in one corner of the front.

The higher the degree position of a branch the more forward in the horizontal plane the branch comes.

The degree position of a branch determines where the branch is placed on the needle-point holder.

The higher the degree position of the branch, the nearer the front of needle-point holder it is placed.

The branch with the lowest degree position is placed in the center back of a rectangular needle-point holder.

### Learning Experiences

Show students a rectangular needle-point holder (frog) to be used in Japanese arrangements and its position in the container (short side of the rectangle toward the front side of the container).

Illustrate to the class by positioning branches how the higher the degree position the more forward the branch comes. Ask students to decide which branch should be nearest the front of the frog (if three branches with different degrees are used in an arrangement) to allow all lines to be seen clearly and thus to give a feeling of simplicity and neatness.

Have students apply the rules which they stated above in determining the differences in the frog positions of a left side and a right side (reverse) arrangement; have them state the reasons for the differences.

The branch with the middle degree position is placed in the center of one side of the holder; in a left hand arrangement it is placed on the left side, and in a right, on the right side.

The branch with the highest degree position is placed in a front corner of the holder; it is placed in the right front corner for a left side arrangement and in the left front corner for a right side arrangement.

Where the three main branches have been placed determines the position on the needle-point holder for the three main flowers:

The flower corresponding to the branch at the center back is placed directly in front of the branch. The flower corresponding to the branch on the side is placed just inside the branch.

The flower corresponding to the most forward branch is placed in the center front.

Students can next draw rectangles to represent frogs and then put in circles to show positions for branches in various styles. Drawings can be checked with Figures 1 and 2.

(Include the study of the placement of flowers on the needle-point holder in the lesson on sizes and curves of flowers, page 181.)

**OBJECTIVE:** Ability to construct Moribana and Nageire arrangements with all parts in proportion to each other and the finished arrangement in good over-all proportion.

### Content

The specified interrelationships of the container and the lengths of all materials result in an arrangement with harmonious proportions.

The height added to the diameter of the container provides the basic unit for measuring A branch (see Figure 6).

The maximum length for an A branch is three times the height plus the diameter of the container.

The minimum length for an A branch is one and one-half times the height plus the diameter of the container.

The length which the arranger selects for A branch depends upon the amount of the materials being used. In general, the narrower the material, the taller (nearer the maximum length) it may be; the more leafy the material, the shorter (nearer the minimum length) A branch would be. Any type of material generally looks good with A branch two times the height plus the diameter of the container.

The significance of the length selected for A branch is indicated by the fact that the length of A branch provides the guide for all other branch and flower lengths.

The length chosen for A branch determines the length of B branch since B branch is cut two-thirds the length of A branch.

The lengths in which A and B branches are cut determine the length of C branch since C branch is cut two-thirds the length of B branch.

### Learning Experiences

The word "proportion" first needs to be defined as a basis for developing a concept of the interrelationship of all heights used in a Japanese flower arrangement.

Have students arrive at the concept of proportionality by examining illustrations of pleasing and poor proportion. The teacher could show pictures of furniture groupings and ask questions such as, "How do the size of the couch and the size of the lamp appear in relation to each other?" By examining numerous objects according to the relationship of their sizes, students develop the needed concept.

Display an arrangement and have the class analyze the proportionality of all branches and flowers used in it.

The teacher next explains how the pleasing proportion of a Japanese flower arrangement is achieved. First demonstrate how the basic unit of the height plus the width of the container is obtained, using several different types of containers. Next demonstrate how to cut branches and flowers in the required lengths (see Figures 5 and 6).



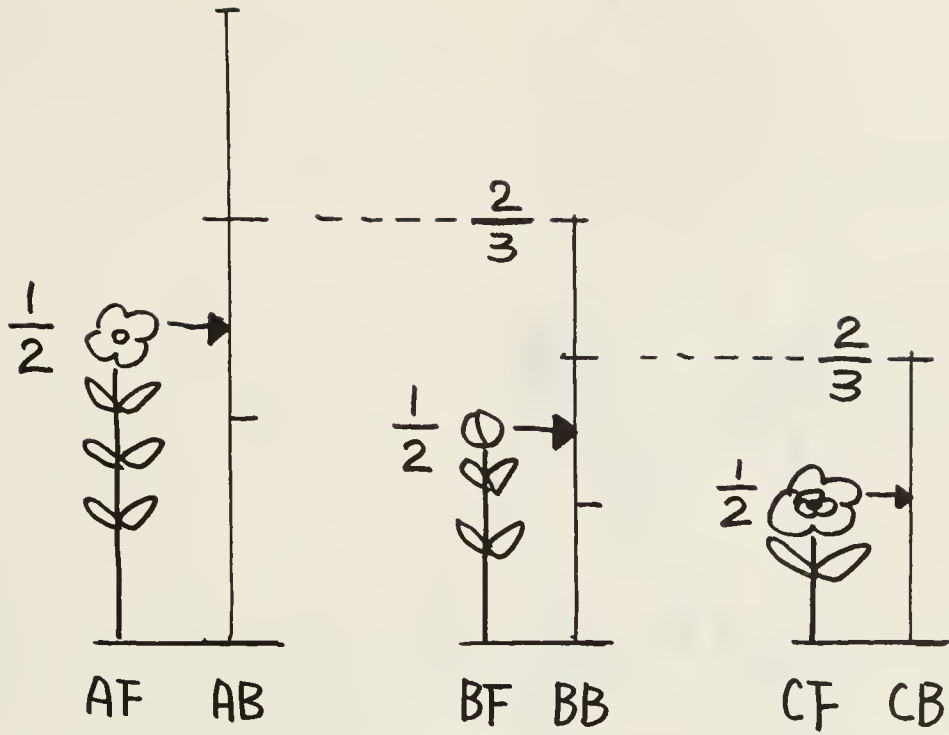


Figure 5. Interrelationship of Lengths of Branches and Flowers

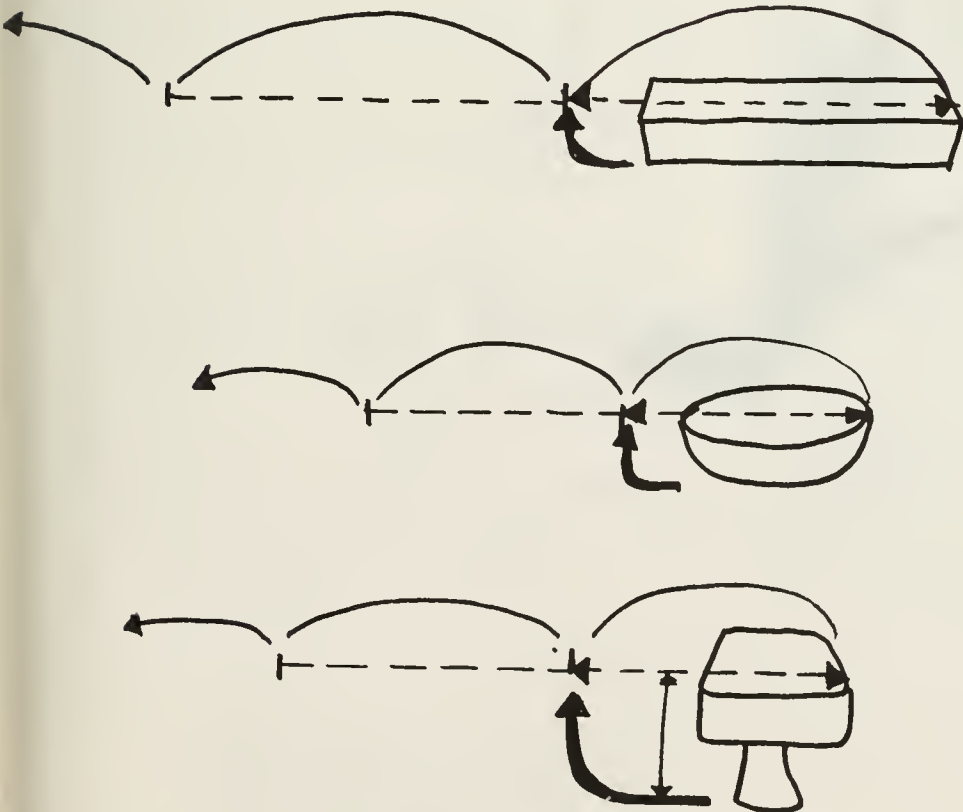


Figure 6. The Basic Unit for A Branch: Height Plus the Length of the Container

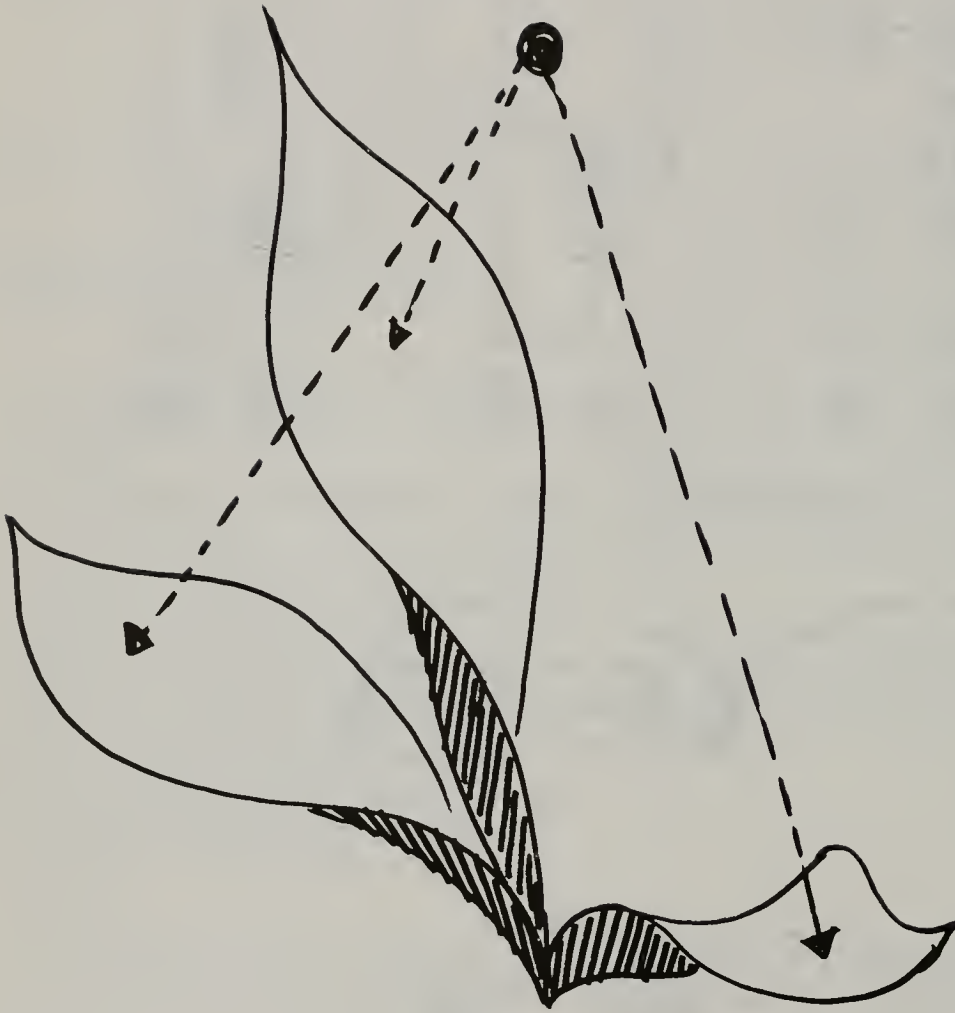


Figure 7. Faces of Leaves, Turned Toward the Sun

The lengths given to A, B, and C branches determine respectively the lengths given A, B, and C flowers: A flower is one-half A branch; B flower is one-half B branch; and C flower is one-half C branch.

After students understand how the required lengths for materials are obtained, have the class analyze how the interrelationship of the various required lengths contributes to the harmonious over-all proportion of the finished arrangement.

Have students simulate cutting branches and flowers in required lengths by cutting strips of heavy paper in the lengths that would be used for particular containers.

**OBJECTIVE:** Ability to position branches facing in the correct direction in the basic formal, basic semiformal, and basic informal styles of Moribana and Nageire.

### Content

The "face" of a leaf is defined as the top side of the leaf, that side which turns up toward the sun.

The face of a branch is the side on which the top side or face of the leaves appears.

In order to recreate in an arrangement the natural curve of branches toward the center of the tree all branches are placed with their "faces" looking

- 1) toward each other
- 2) upward
- 3) slightly toward the front of the container
- 4) toward the center of the arrangement

Thus, in a basic formal style Moribana:

A branch is placed so that the upward side of the leaves is turned slightly to the inside and front of the arrangement.

### Learning Experiences

Define the phrases, "face of the leaf" and "face of a branch," by showing students the faces of leaves and of branches and letting them state the definition for each (see Figure 7).

Students observe a displayed arrangement; list or describe the directions in which the faces of the branches are turned. (Use Moribana basic formal style.) Discuss: How do the positions of branches affect the direction each faces? How do the directions the branches face contribute to the unity of the arrangement? Why have the branches been placed in the observed directions?

B branch is placed so that the upward side of the leaves is turned up toward A branch, and toward the inside of the arrangement.

C branch is placed so that the upward side of the leaves is turned to look up.

**OBJECTIVE:** Ability to use an S-shaped curve in each of the lines of a Moribana or a Nageire style arrangement

### Content

The graceful beauty of an arrangement is achieved by following the requirement that all branches and stems have an S-shaped curve.

Having branches curve in an S-shape and having all curve outward and upward from the center creates a natural feeling of unity and gracefulness in the arrangement.

The unity of the arrangement is enhanced when the S-shaped curve in the branch is so made that the face of the branch turns upward toward the center and outward as required by the position of the branch in the arrangement.

The degree position of a branch determines the amount of curve needed: The more vertical the branch the less its S curve; the more horizontal the branch the greater its S curve.

The natural curve of a branch and the direction the branch faces guide the arranger in his choice of the appropriate style; thus a style is selected with branch positions, lengths, and curves as similar as possible to the natural curve of the branch. In the same manner, branches are selected which

### Learning Experiences

Ask the students to decide which of these types of lines (drawn on the board) is the most graceful and which is the most interesting: vertical, horizontal, diagonal, circular, and S-shaped.

After the class has made their decision, consult references for opinions on the characteristics of an S-shaped curve and of other lines.

Review the use of the S-shaped curve in nature (see page 165).

Review how the direction in which branches face contributes to the unity of the arrangement (see page 177).

Observe a displayed arrangement (any style). Discuss the questions: Which branch has the most curve? Which branch has the least curve? What is the relationship between the position of a branch and the amount of curve in the branch? How does this relationship affect the total design of the arrangement? How does the relationship compare to the use of the S-shaped curve in nature?

have natural curves, lengths, and faces as similar as possible to those required in the chosen style.

After a branch with a curve as similar as possible to the desired one has been selected, the arranger puts additional curve in the branch as desired.

The teacher can demonstrate techniques for bending branches. (See Figure 8.) Students then select branches and put in the appropriate amount of S-shaped curve according to branch position in the arrangement.

### Techniques Used in Bending Branches

- A. Clip a diagonal slash in the branch where the bend is needed; curve in desired amount, letting the sides of the slash overlap. Use this method with heavy materials.
- B. For heavy materials, cut a vertical slash half way through the branch. Bend the branch the desired amount, spreading the sides of the slash apart. Fill in the slash with a chip of wood to keep the slash spread open.
- C. Heat the branch where the bend is desired; curve as desired while the branch is heated. Dip heated curve in cold water to allow the branch to cool in the curved position.

Not pictured:

1. The quickest method to use with branches of light and medium weight is to hold the branch with both hands where the curve is desired and gradually bend the branch as the fingers move along it.
2. An effective way of putting curve in very light weight materials, such as the stems of flowers, is to stick thin wire in the stem lengthwise through the center of the flower. The stem is made more stable and curves can be put in as desired.



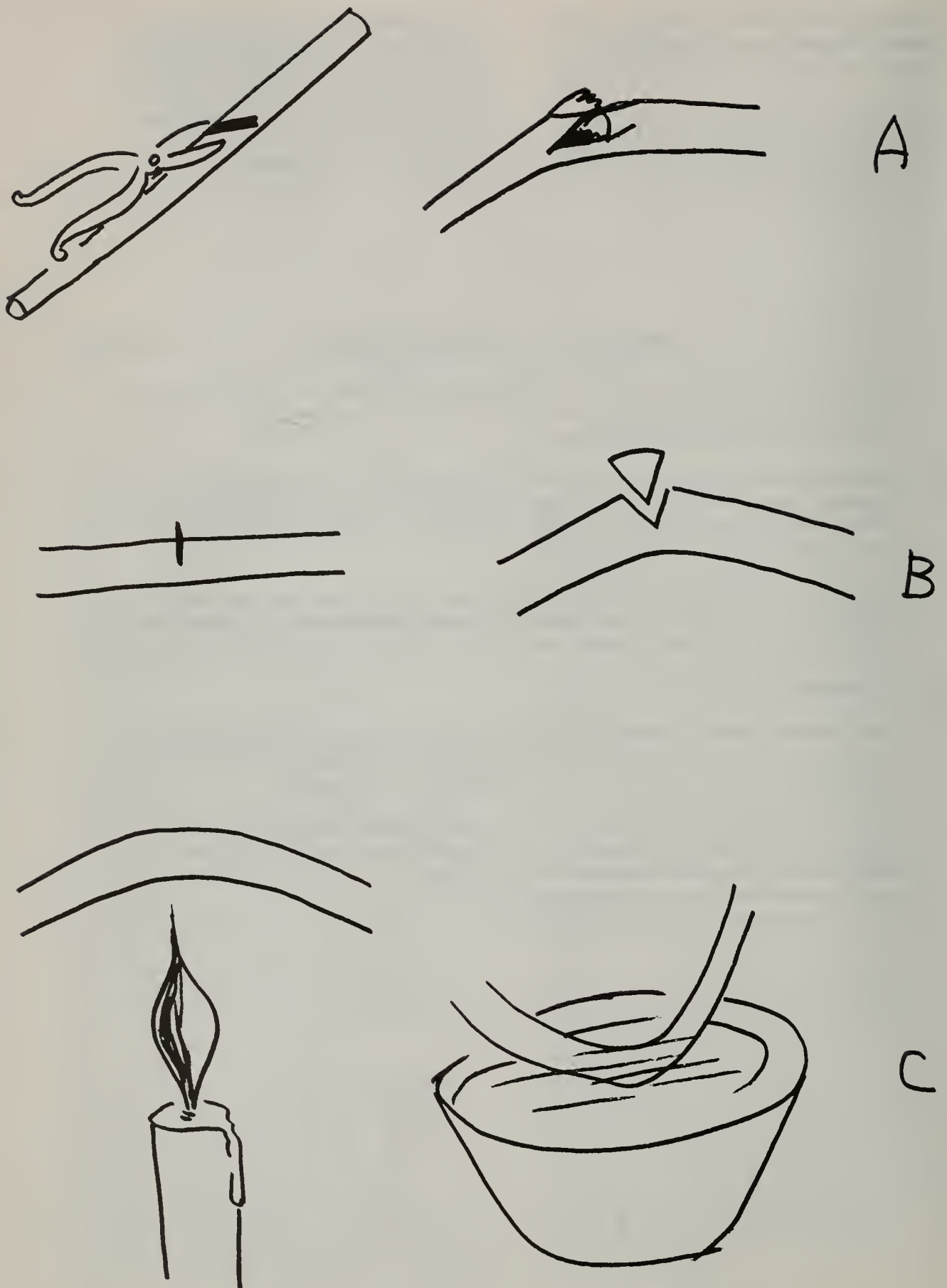


Figure 8. Techniques Used in Bending Branches

**OBJECTIVE:** Ability to select and to position A, B, and C flowers used in the basic formal, basic semiformal, and basic informal styles of Moribana and Nageire.

### Content

In order to achieve a harmonious contrast of height and mass, the size of each flower selected is related to the length of the branch beside which it is placed.

A flower is medium-sized so that it will not contrast too much with the largest branch.

B flower is the smallest flower in order to relate well to the branch of medium height.

C flower is the largest flower to help give mass at the base of the arrangement and to cover the origin of the branches.

The curve and the direction of the face of each flower is influenced by the position and curve of the branch to which it is related.

A flower follows the curve of A branch and looks straight up.

B flower follows the curve of B branch and faces upward and slightly to the front.

C flower has the most crooked stem; it comes straight forward and looks up.

Since the branches form the "frame" of the arrangement and the flowers serve as accents, all flowers are placed inside the lines made by the branches.

### Learning Experiences

Continue the development of the concept of proportion by analyzing the size of the flowers used in the displayed arrangement. Have the class explain why they think the particular sizes of flowers were used in relation to the lengths of A, B, and C branches (see Figure 9).

Analyze the direction of the face of the flower and the curve of its stem in relation to the unity of the arrangement.

After a teacher demonstration on the selection, the curving, and the positioning (for exact positions of each flower on the needle-point holder, see page 173) of flowers, have students select and position flowers for several arrangements (branches only) constructed by the teacher. Have the class observe the work of the students.

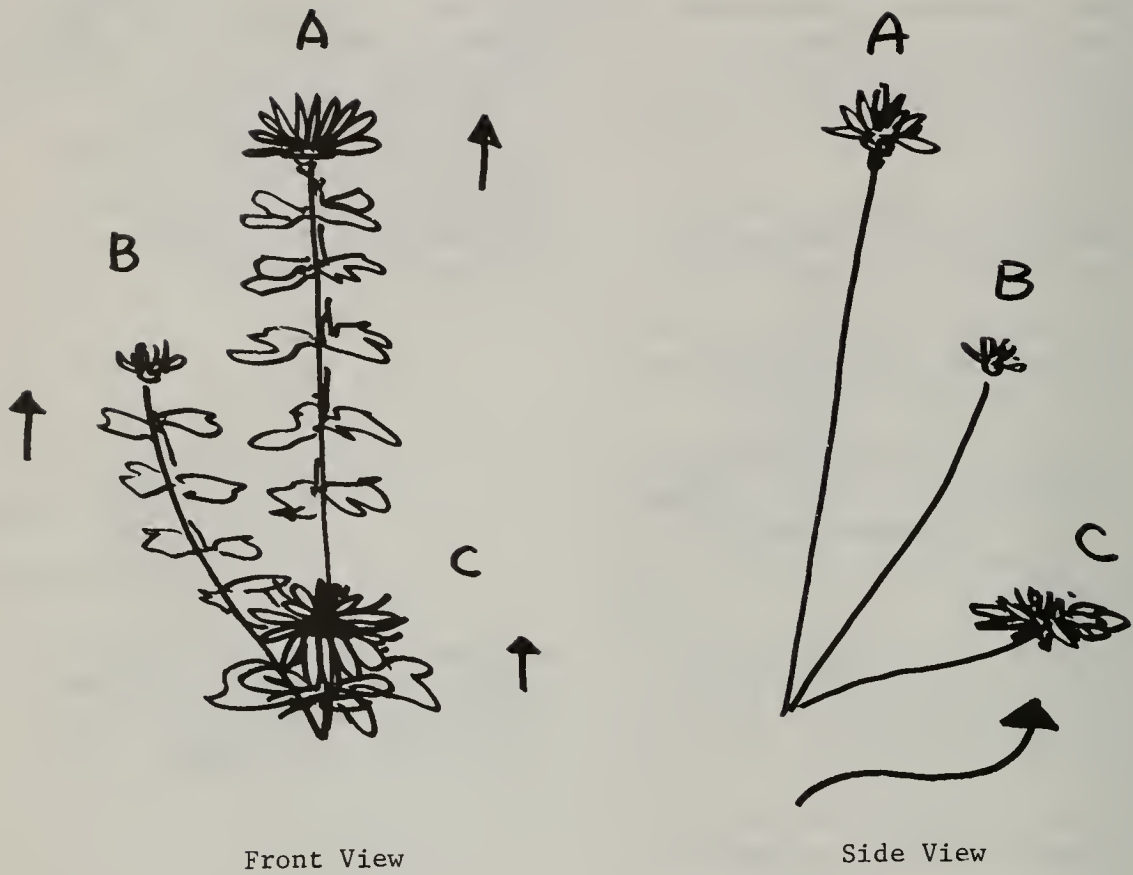


Figure 9. Sizes of A, B, and C Flowers and the Direction Each Faces

**OBJECTIVE:** Ability to achieve a harmonious relationship of line and mass by removing excess leaves from branches and from the stems of flowers.

### Content

Trimming excess leaves (mass) from branches restores the natural balance of line and mass to the branch.\*

Interesting contrasts of mass and empty space are obtained by having irregular rhythms of leaves along the branches.

Masses of leaves at regular intervals along the branch appear uninteresting because mass and line in equal proportions seem monotonous.

Clipping excess leaves to allow the eye to see through the arrangement and within the arrangement gives depth and dimension, preventing the arrangement from being a solid plane like a sheet of paper.

The goal in removing excess leaves, to lighten the total mass and thus recreate natural balance, is achieved by clipping

- 1) leaves in back of other leaves; have no layers, only single leaves.
- 2) leaves which cross behind other leaves; have no leaves or lines crossing.
- 3) leaves behind C flower; have C flower give the only mass at the base of the arrangement.
- 4) leaves and lines outside (or under) the lines of B and C branches.
- 5) all leaves on the bottom third of each branch.

\*The line and mass of branches are well-balanced in nature on a large bush or tree; however, in the smaller scale of an arrangement less mass in proportion to line is needed to maintain natural balance.

### Learning Experiences

Display: an arrangement (any style) with the three branches with none of the leaves trimmed from the branches (see Figure 10, A); another arrangement in the same style and of the same materials with excess leaves trimmed away (see Figure 10, B).

Have students determine how the two arrangements differ, which is more interesting, and how the differences were obtained in the second arrangement. The teacher can then further explain the techniques of clipping by removing excess leaves from the first arrangement as a demonstration. Have the students direct the teacher in the clipping process, suggesting which leaves to remove. The teacher can also explain why in the smaller scale of the arrangement the branch needs less mass.

Display: the first arrangement above (now trimmed) with the three flowers positioned with all of the leaves on their stems intact (see Figure 11, C); the second arrangement above with the three flowers positioned with all excess mass on their stems removed (see Figure 11, D).

Discuss differences and how achieved, as above.

Illustrate the differences between even and uneven contrasts of line and mass by showing one branch which has leaves at very regular intervals along the stem and one which has leaves spaced irregularly along the stem. Have the students decide which

Removing excess leaves and lines in order to separate clearly all basic lines makes visible the beauty of the curves of the branches, of the relationship of the angles, and of the characteristics of the materials.

Note: The entire leaf does not always have to be removed; only the portion of the leaf which overlaps the line of a branch, for example, would need to be torn off. Thus excess *mass* is removed.

is more interesting and why. (Actually, this is a study of formal and informal balance. These terms could be given after the discussion and examples of their application in furnishing a room, such as in the placement of furniture and accessories, could be explored.)

OBJECTIVES: Appreciation of the use of empty space in Japanese flower arrangements.

Ability to select an appropriate position for the frog in the container for Moribana styles.

Understanding of the relationship between the position of the frog in the container and the apparent stability of the arrangement.

### Content

The use of empty space in contrast with line to create shape contributes to the economical aspect of Japanese flower arranging because less mass (fewer branches and flowers) is needed to achieve a balance with line.

When the empty space is interesting, with an unusual shape that is an integral part of the design, it appears alive and a working part of the arrangement rather than uninteresting, dead, and unrelated to the arrangement.

### Learning Experiences

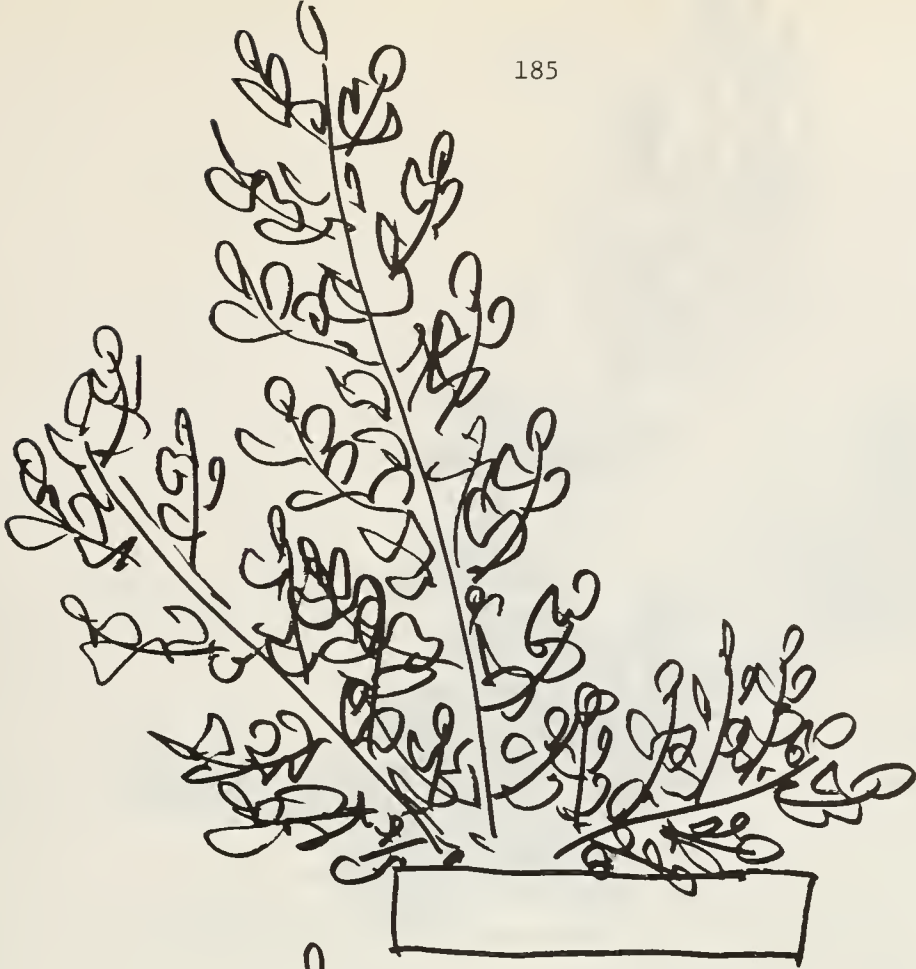
Refer to the lesson on clipping leaves (page 183); note the use made of empty space as an element of the design in the irregular spacing of leaves along a branch.

Illustrate the use of empty space as an element of design by comparing a Japanese arrangement (any style) and a traditional Western style arrangement in which all space is filled with mass.

Following is an exercise by which students can arrive at an answer to the question "How can one determine whether or not an empty space has any meaning?" Have students look through home furnishings magazines to see how empty space is used and find



A



B



Figure 10. Removing Excess Mass  
From Branches

C



D

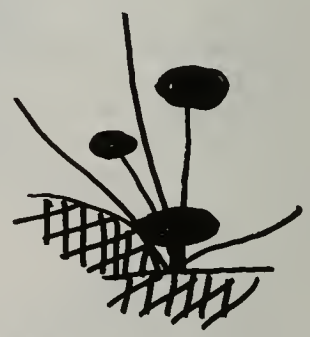


Figure 11. Removing Excess Mass From Flower Stems

examples (1) in which open space seems truly empty, having no purpose and (2) in which the empty space definitely is a working part of the design. Students can present these examples to the class and explain the use of empty space in them. Summarize by having the class describe the characteristics of a meaningful empty space.

Placing empty space in an arrangement over the center of the container gives stability to the arrangement.

The position of the frog in the container determines where the empty space in the arrangement is placed.

When the branches are positioned so that the empty space of the arrangement is on the left, placing the frog at the right end of the container gives the arrangement stability because the empty space is thereby located over the center of the container. Conversely, when the empty space is on the right, stability is achieved by placing the frog at the left end of the container.

Have the students examine two arrangements, one in which the frog is positioned correctly and the other with the frog at the wrong end of the container; students should be given no indication as to which arrangement has the frog correctly positioned (see Figure 12).

Analyze the arrangements with these questions: Which arrangement appears to be more stable? What accounts for this difference? Where is the empty space in each? How does the position of the empty space in relation to the container affect the stability of the arrangement?

After the arrangements have been analyzed, have the students examine the diagrams illustrating the position of empty space (see Figure 12).

Have students select frog positions for various styles, appropriately placing the empty space. Students can check their selections with diagrams (see Figures 2, 3, 13, 14, 15).

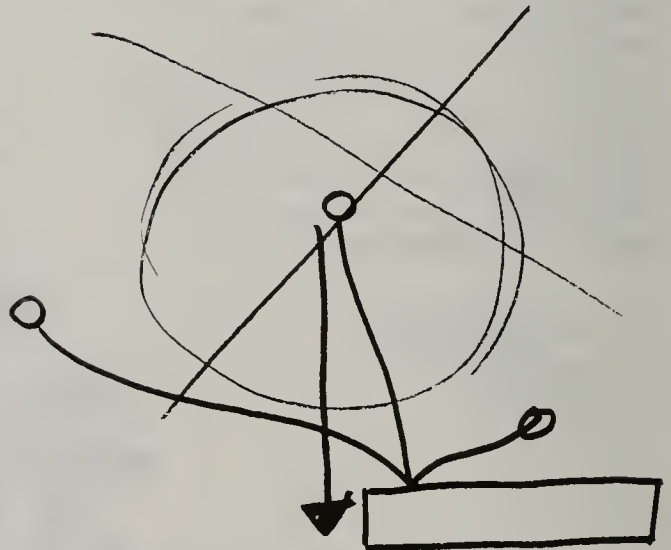
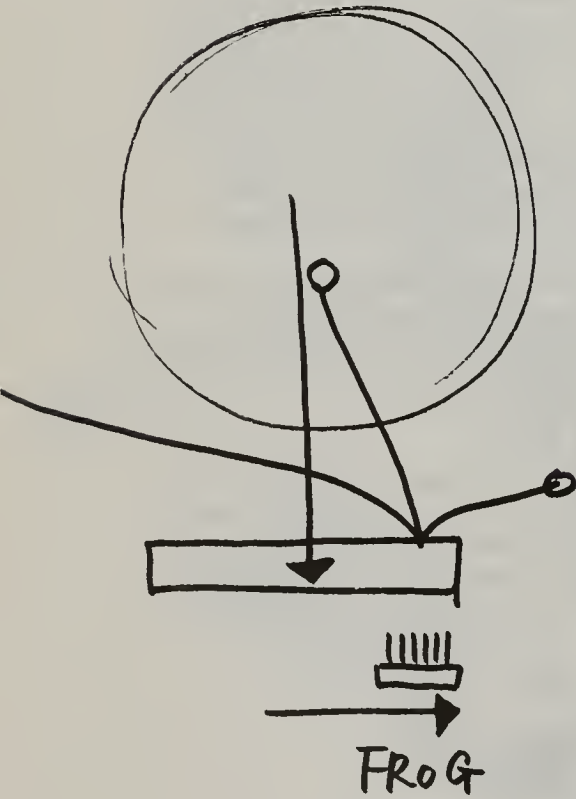
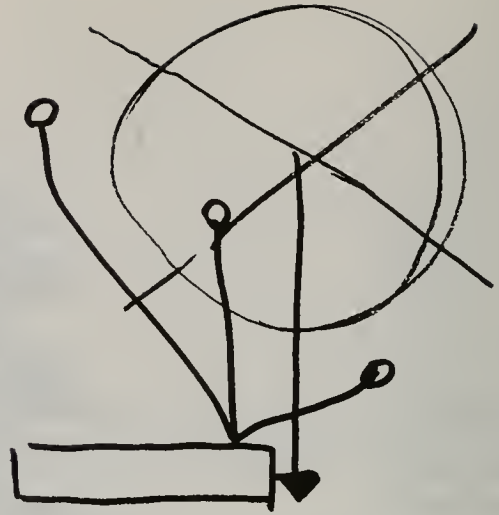
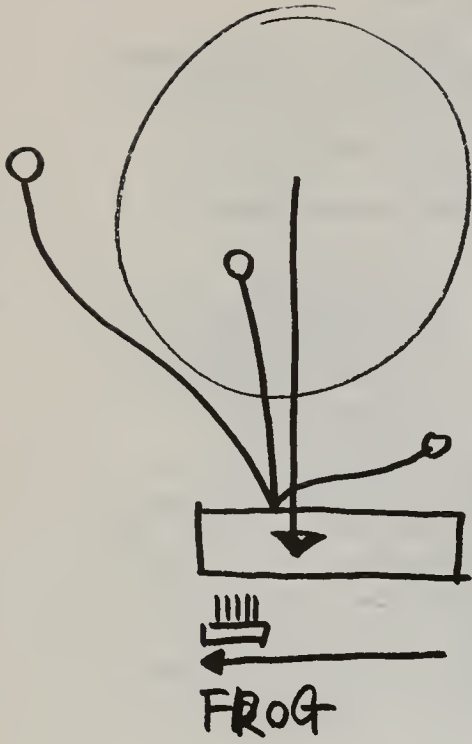


Figure 12. Positioning Empty Space Over the Center of the Container

**OBJECTIVES:** Knowledge of the positions of branches in the basic formal style of Moribana and its three variations.

Ability to select and to construct formal style arrangements suitable to the materials and to the use of the arrangement.

### Content

Moribana style of flower arranging literally means "piled up or mass of flowers." A flat container is used for arrangements in this style.

Moribana style of flower arranging was developed in the 19th century as a result of Western influence in Japan; lower, more massive arrangements were needed to be in scale with the large, open space of Western rooms.

The development of the triangular shape used in many styles of Japanese flower arranging was influenced by statues of Buddha composed of three figures: sun Buddha on the left, main Buddha in the center, and moon Buddha on the right.

Moribana style presents twenty-four different styles of arrangements from one basic triangular arrangement, since the formal, the semi-formal, and the informal each have eight different styles.

The comparatively rigid, vertical feeling created by the formal style of Moribana results partly from the fact that the tallest branch (A) is always at  $10^\circ$  in the basic style and in each of the variations.

Though the position of A branch always remains at  $10^\circ$  in formal style, the positions of B and C branches can be changed to create variations suitable to materials and to the location of the finished arrangement.

### Learning Experiences

Show pictures of traditional Japanese arrangements which were used prior to the 19th century in the tokonoma (alcove) of the home; discuss how these large arrangements with floating lines were suited for use in the tokonoma, and how lower arrangements with more mass were needed in the open Western rooms.

If possible, obtain pictures of Buddha statues (library books on Asia) to illustrate the triangular shape. Explain that flowers were first used in Japan in worshiping Buddha and had only religious significance for centuries.

Have eight arrangements displayed (basic formal, variations I, II, III, and the reverse of each of these four). Have students determine differences in branch positions, in triangular shapes, and in the general feeling given by each arrangement.

After the unique characteristics of each displayed arrangement have been stated, the teacher can illustrate how the natural lines of a branch direct the arranger to choose a particular style. Branches in the arrangements could be removed and their lines analyzed to show why they are best suited to the degree positions of the certain style.



The degrees for the three branch positions for a formal style arrangement are  $10^\circ$ ,  $40^\circ$ , and  $70^\circ$ .

The basic formal style and variation III differ in that B and C exchange sides and degree positions.

Variations I and II differ in that B and C exchange sides and degree positions.

Basic formal style and variation I differ in that B and C exchange degree positions but keep the same sides.

The basic style and variations I, II, and III may each be reversed from left side arrangements to right side arrangements, thus making possible eight variations of the formal style.

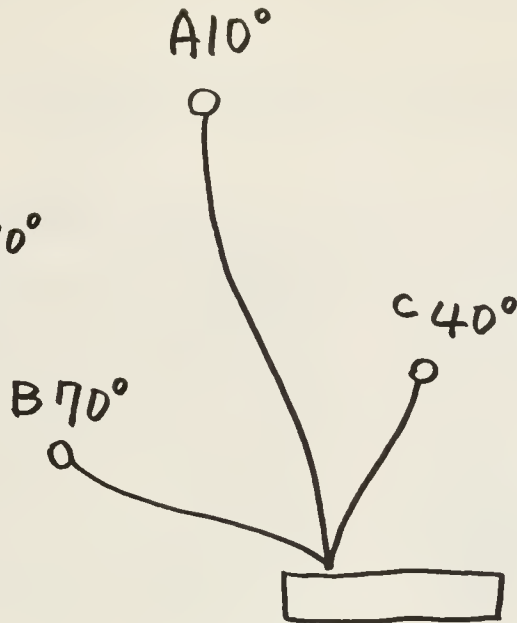
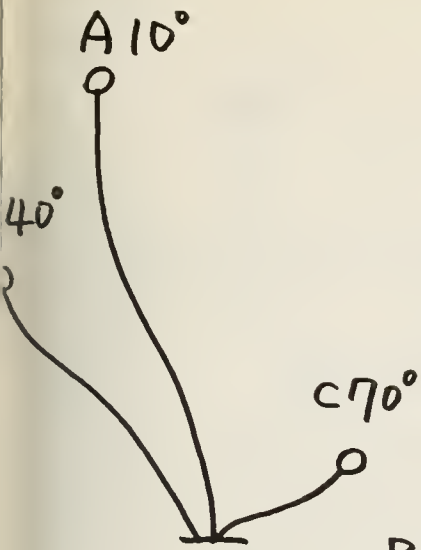
Next, materials which are to be used by the class in arrangements could be examined by the class to determine which of the eight formal styles would be best suited to the lines of the branches examined.

The influence of the location of the finished arrangement upon the arranger's choice of style can be made evident by showing pictures of typical locations and having the class decide which style would fit in best.

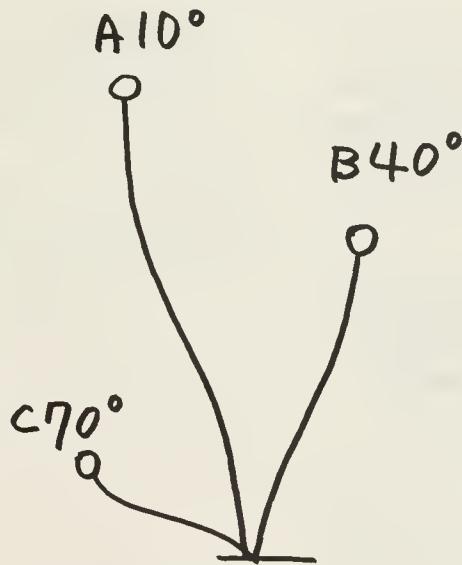
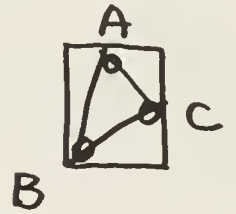
Have students construct arrangements in this style.

## FORMAL STYLE

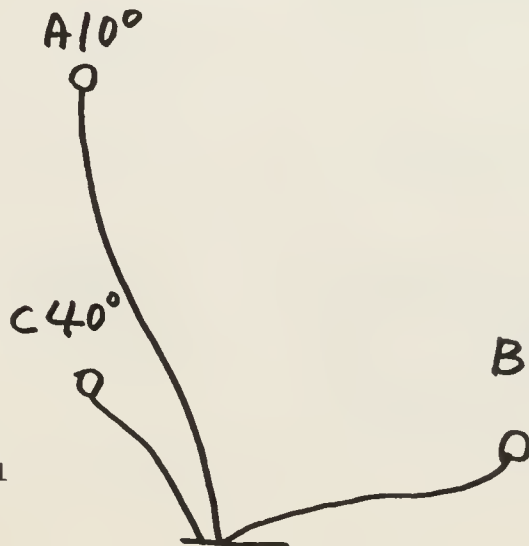
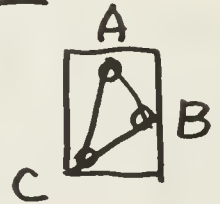
## VARIATION



I



II



III

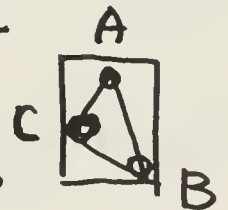


Figure 13. Variations of Formal Style Moribana

**OBJECTIVES:** Knowledge of the position of branches in the basic semi-formal style of Moribana and its variations.

Ability to select and to construct semiformal style arrangements suitable to the materials and to the use of the arrangement.

### Content

The degrees of the three branch positions in semiformal style are  $45^\circ$  for A,  $10^\circ$  for B or C,  $75^\circ$  for B or C, and  $70^\circ$  for B in variation III.

The more relaxed feeling created by the semiformal style of Moribana results partly from the fact that the tallest branch (A) is always at  $45^\circ$  in the basic style and in each of the variations.

Though A branch always is placed  $45^\circ$  in semiformal style, the positions of B and of C branches can be changed to create variations suitable to materials and to the location of the finished arrangement.

The basic style and variations I, II, and III may each be reversed, from left side arrangements to right side arrangements, thus making possible eight different styles of semiformal style.

The basic semiformal style and variation I differ only in the position of B branch; it is  $10^\circ$  to the left in the basic and  $10^\circ$  to the right in variation I.

The basic style and variation II differ in that B and C exchange degree positions.

Variation III differs from all other semiformal styles in that the  $10^\circ$  position is not used and B branch is placed  $70^\circ$  to the left.

### Learning Experiences

Present semiformal basic style and variations I, II, and III by distributing line drawings of these to the class. Through class discussion determine the distinguishing characteristics of each style. Students should be familiar with the process of analyzing styles as a result of the previous lesson on the basic formal style of Moribana.

Have students select and construct arrangements according to the characteristics of materials they have (or receive).

Have each student show his arrangement to the class, explaining why the particular style of arrangement was chosen.

## SEMI FORMAL

## VARIATION

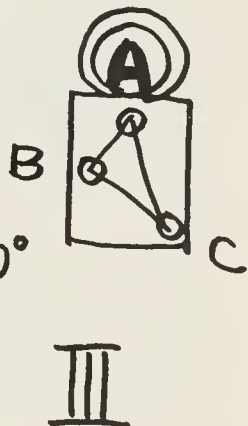
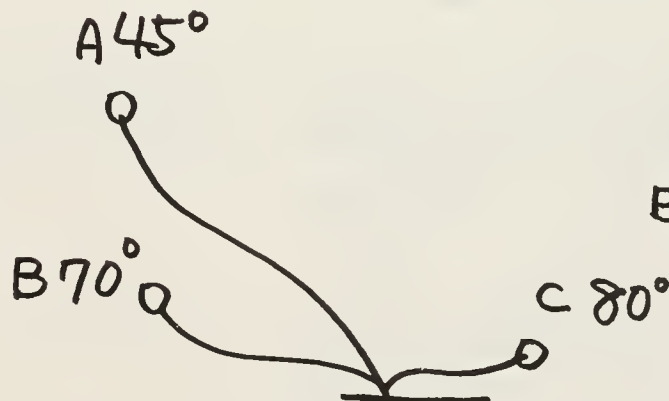
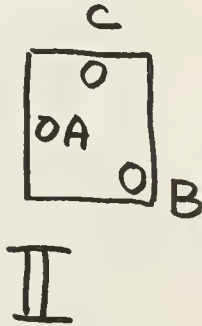
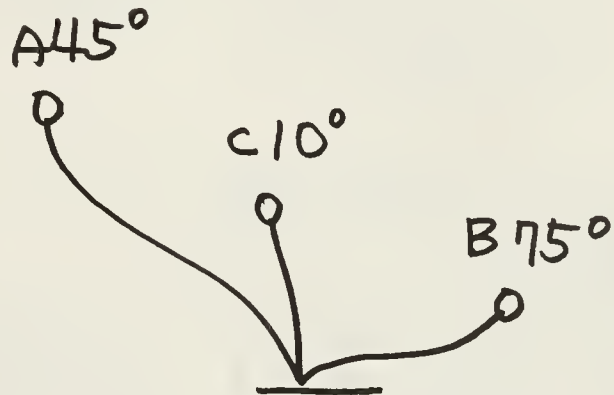
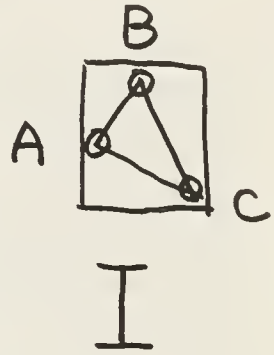
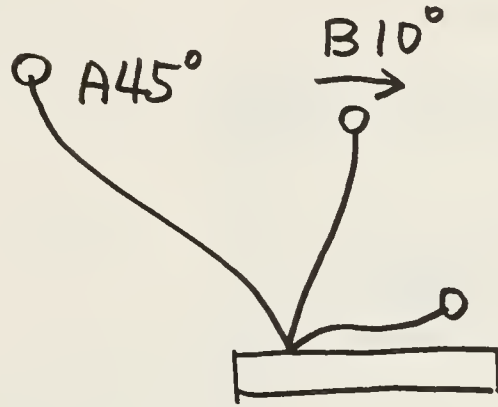
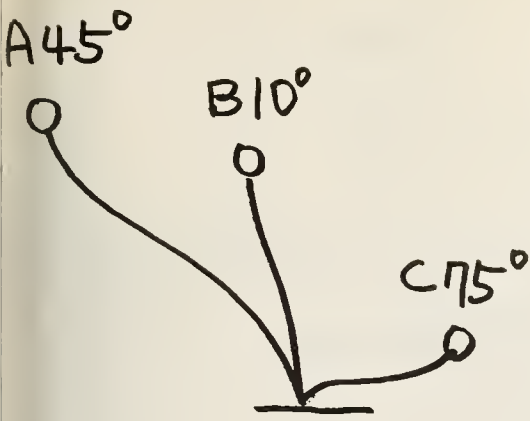


Figure 14. Variations of Semiformal Style Moribana

**OBJECTIVES:** Knowledge of the branch positions in informal style of Moribana and its variations.

Ability to select and to construct informal style arrangements suitable to materials and to the use of arrangement.

### Content

In nature's own beauty is produced the most natural and most relaxed form of Moribana, the informal style.

In order for the empty space to be balanced over the center of the vase, the branches originate from the frog placed in the right side of the vase.

The cool feeling experienced from viewing the water and the reflection of A branch in the water cause informal Moribana style to be used frequently in the summer.

The low degree positions of the branches in informal Moribana style make it suitable for placing in a low, horizontal space.

The degree positions for the three branches in an informal Moribana style arrangement are  $70^\circ$  for A,  $10^\circ$  for B or C,  $80^\circ$  for B or C, and  $35^\circ$  for B in variation III.

The fact that A branch always is placed at  $70^\circ$  contributes to the very relaxed feeling created by an informal Moribana arrangement.

Though A branch always is placed at  $70^\circ$ , the degree positions of B and C branches may be changed to create variations suitable to materials and to the location of the finished arrangement.

The basic style and variations I, II, and III may each be reversed from left side arrangement to right side arrangement, thus making possible eight different styles of the informal style.

### Learning Experiences

Review: pages 166 and 167.

Review: pages 184, 187, 188.

Observation of a displayed informal arrangement to see the feeling of coolness it creates.

Review: page 166.

Determine the unique characteristics of the basic and each of the three variations by observing actual arrangements in these styles, analyzing all aspects of the styles as in previous lessons.

Have students select styles and suitable materials for constructing arrangements in informal styles.



## INFORMAL VARIATION

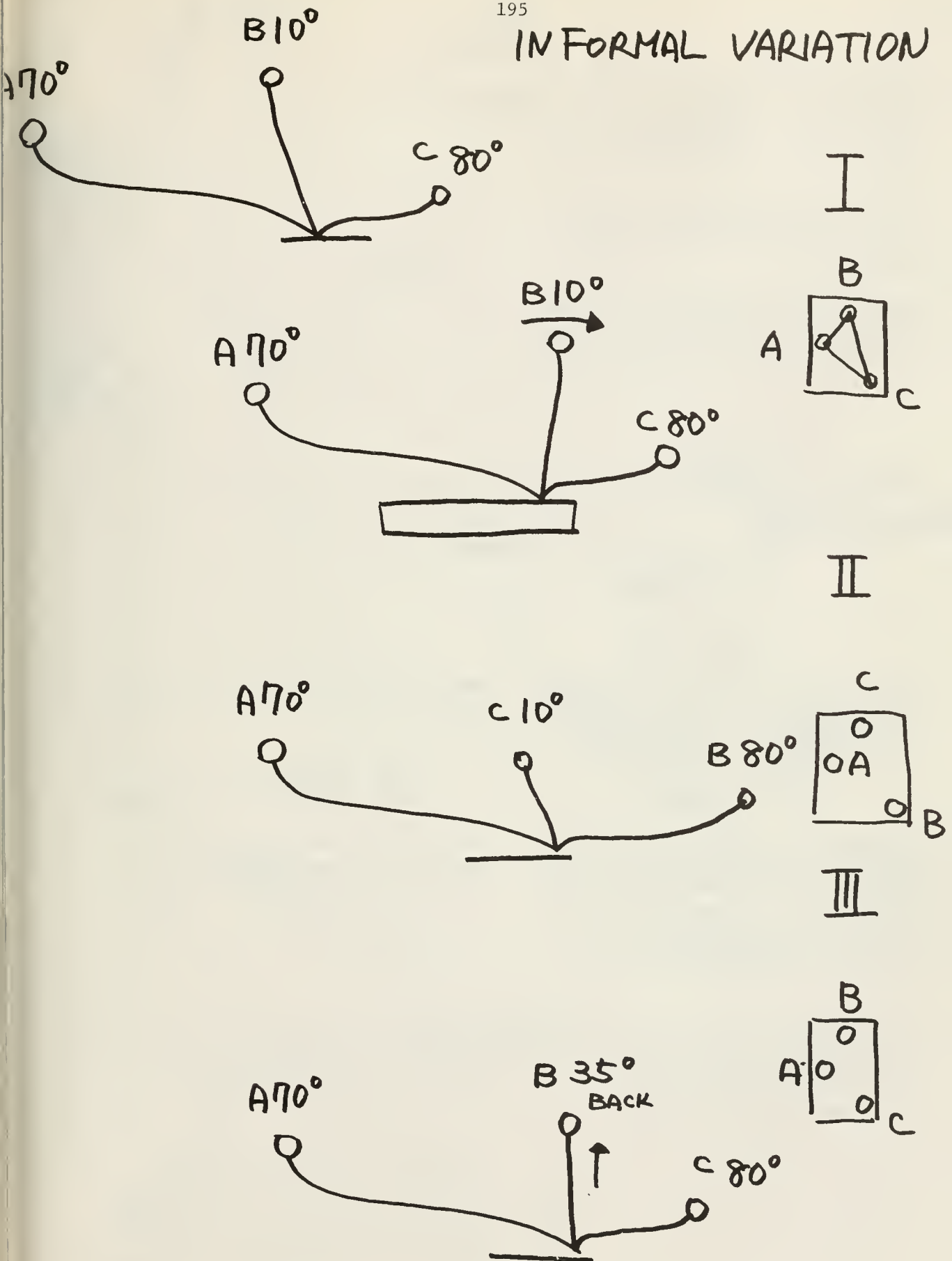


Figure 15. Variations of Informal Style Moribana

The basic and variation I of the informal style differ only in that B branch is  $10^{\circ}$  to the left in the basic and  $10^{\circ}$  to the right in variation I.

The basic and variation II differ in that B and C branches exchange positions.

Variation III is unique in that the  $10^{\circ}$  position is omitted and B branch is placed  $35^{\circ}$  to the back and  $0^{\circ}$  up.

**OBJECTIVES:** Knowledge of the branch positions of the basic formal, semiformal, and informal Nageire styles.

Ability to select styles for arrangements suitable to materials.

#### Content

Nageire style, literally translated as "thrown-in style," is arranged in a tall container; flowers appear to rest on the side of the vase.

The degree positions of the three branches in the formal and the semiformal Nageire styles (basic and variations I, II, and III) are the same as the degree positions in formal and semiformal Moribana styles.

The flowing lines of informal Nageire style make it suitable for use with light weight branches having fruit or berries and unsuitable for materials as stiff as pine.

#### Learning Experiences

Have three Nageire style arrangements displayed:

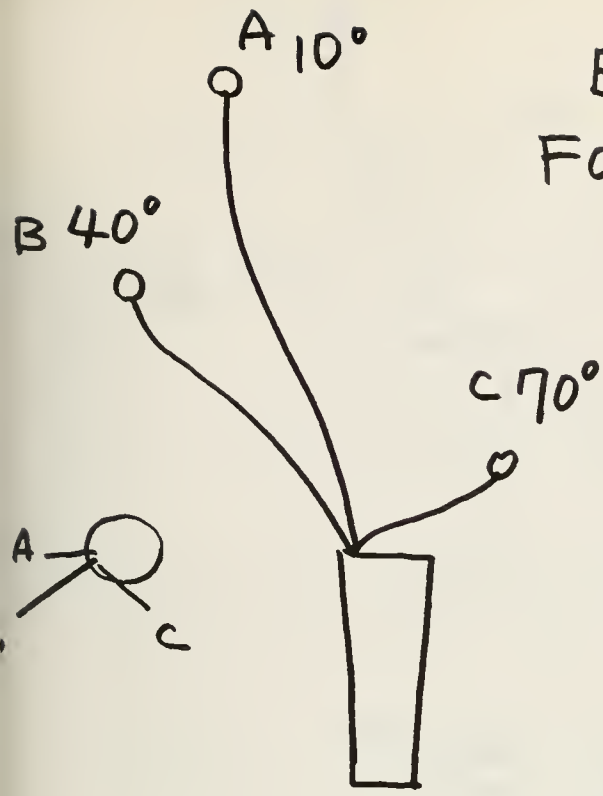
basic formal  
basic semiformal  
basic informal

Ask students how these differ from and how they resemble (corresponding) Moribana styles.\*

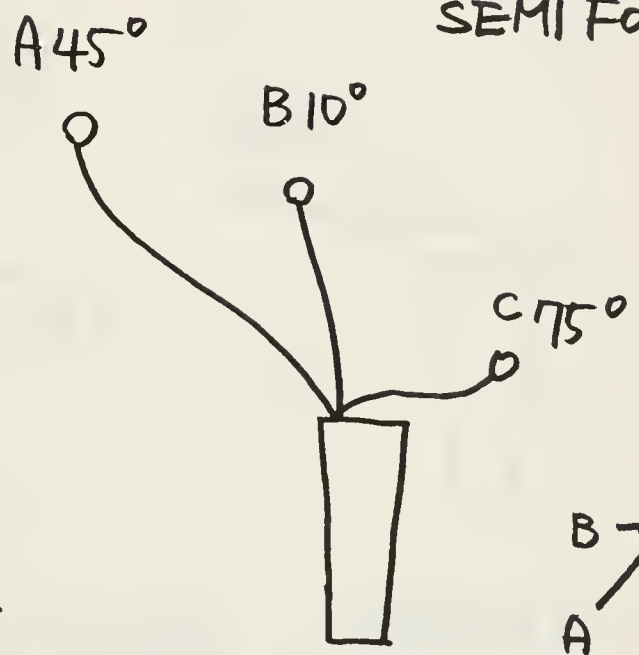
Attempt to construct an informal Nageire style using a stiff material; when this proves unsuitable, change to a light weight material.

\*Nageire and Moribana differ mainly in the use of a tall container for Nageire and a low one for Moribana; most techniques used in Moribana are the same as those used in Nageire.

# BASIC FORMAL



# BASIC SEMI FORMAL



# BASIC INFORMAL

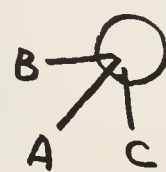
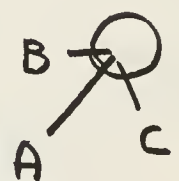
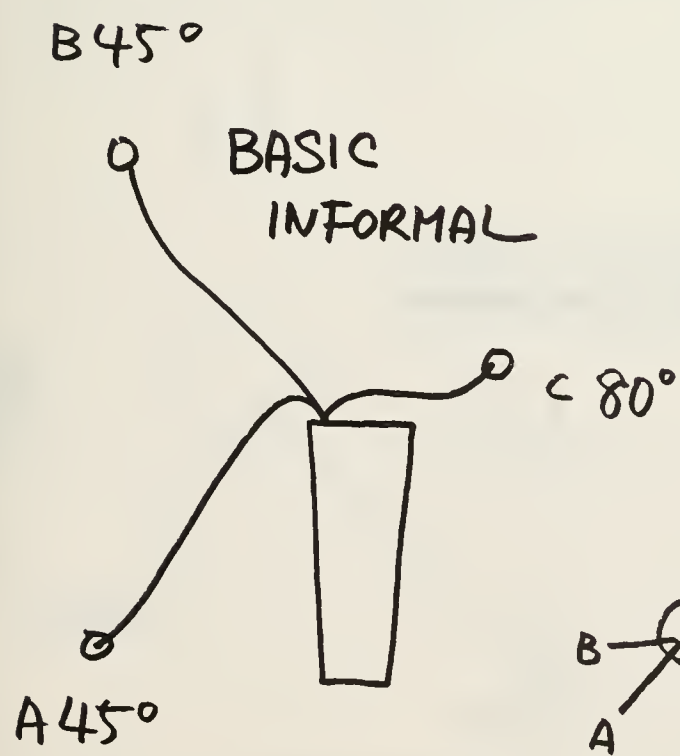
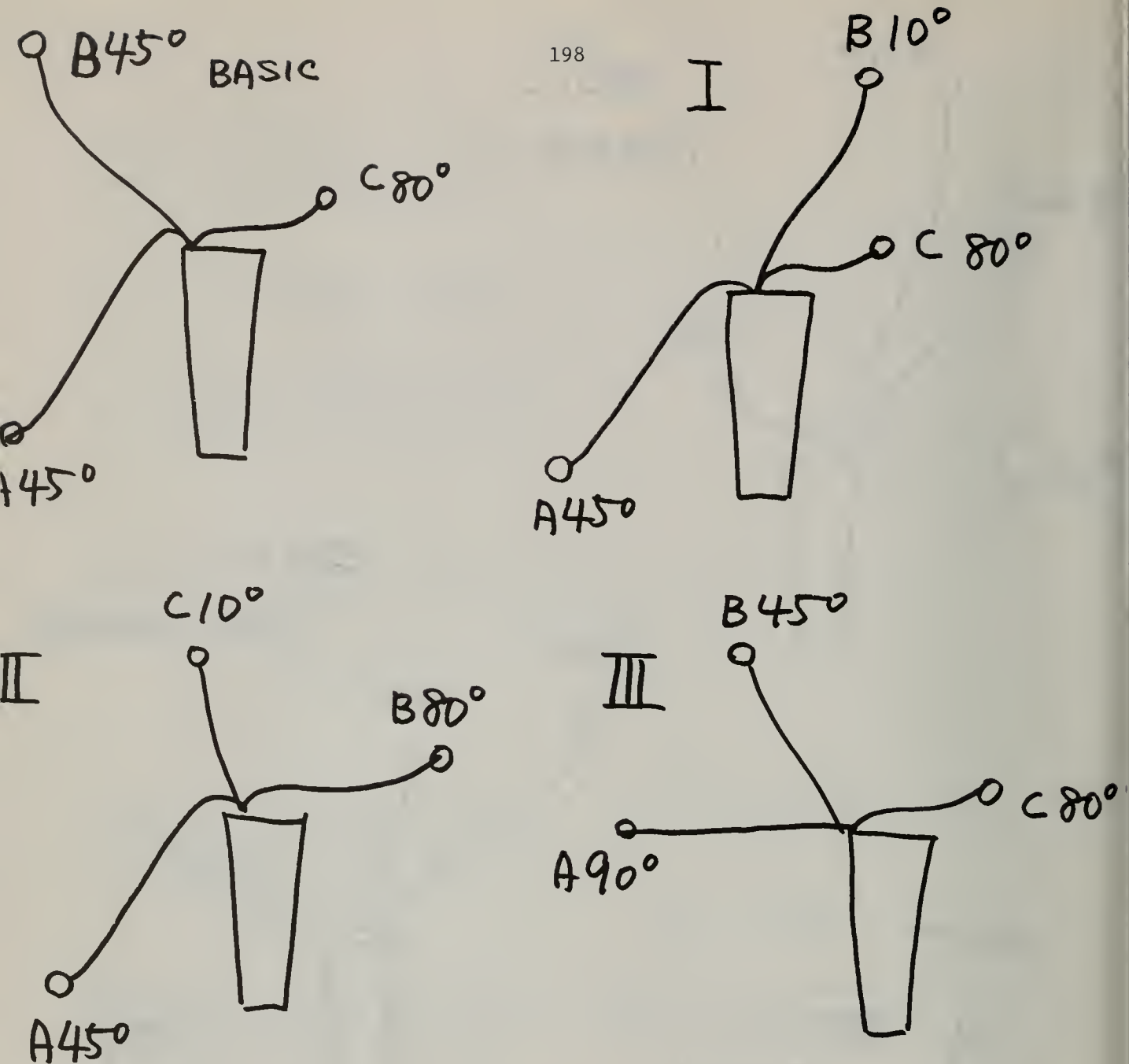


Figure 16. Basic Nageire Styles: Formal, Semiformal, and Informal (Angles of Branches, Top Views of Branch Position in Container)



### INFORMAL VARIATIONS

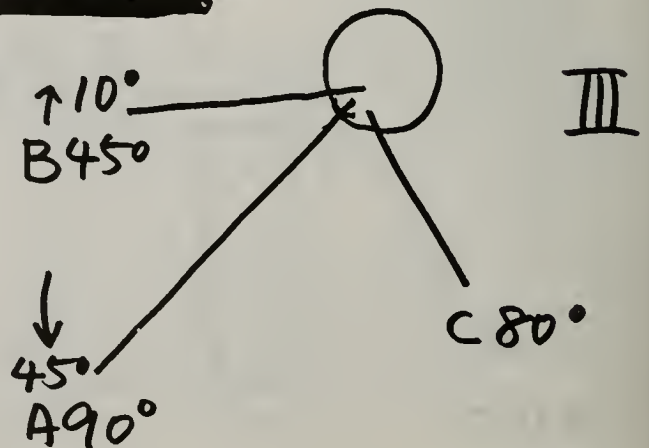
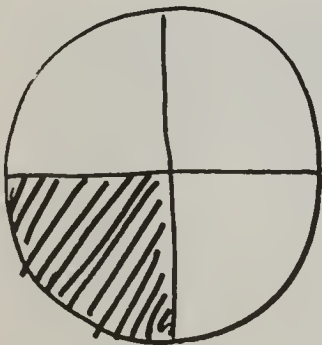


Figure 17. Variations of Informal Style Nageire

The uniqueness of the informal Nageire style results from the position of A branch which comes *down*\* and forward  $45^\circ$  in the basic and in variations I and II; in variation III it comes forward  $45^\circ$  and out to the side at  $90^\circ$ .

C branch is placed at  $80^\circ$  in the basic informal style and in variations I and III; in variation II it is placed at  $10^\circ$ .

B and C branches exchange positions in variations I and II; this change makes the triangle of variation II flatter, more horizontal, and appropriate for a wider space.

Variations I and III differ in the change in the position of A branch in variation III, where it comes out to the side at  $90^\circ$  and forward  $45^\circ$ ; and in the position of B branch which goes  $10^\circ$  *back* and  $45^\circ$  to the side in variation III.

\*Informal Nageire style makes use of a vertical plane *below* the mouth of the container;  $0^\circ$  is at the center of the bottom of the container and  $90^\circ$  is on a line extended horizontally from the top of the container.

Demonstrate the use of the vertical plane below the mouth of the container in Nageire informal style. Diagram this plane on the board (refer to diagrams of the other two planes, Figure 4) and give students copies.

Determine unique characteristics of each of the informal Nageire styles--exploring differences in angles of branches, triangular shapes, appropriate materials, and suitable locations--by observation of actual arrangements or of line drawings.



OBJECTIVES: Knowledge of techniques used in creating Nageire style.

Ability to construct arrangements in formal, semiformal, and informal Nageire styles.

### Content

Since a tall vase will be used and limbs will fit down into the vase, A branch should have one extra height added to its length.

For balance and intended perspective the branches should all originate from one corner of the vase (see Figure 17, left corner).

Left-hand arrangements should have limbs placed on the left side of the vase and right-hand arrangements on the right side of the vase in order for empty space to be over the center of the container.

Although no frog is used in Nageire styles, the principle behind the rule for Moribana styles that the higher the degree position of a branch the further forward it is placed on the frog applies to the placement of branches in the mouth of the containers for Nageire styles.

In the quarter of the mouth of the container from which branches originate, the branch with the highest degree position is placed nearest the front of the vase, the one with the lowest degree position farthest back, and the one with the middle degree position in between the highest and the lowest. (See Figures 16 and 17, showing top views of branch placement in the container.)

As in Moribana styles, flowers follow the curves, positions and lengths of corresponding branches.

### Learning Experiences

Demonstration of construction techniques unique to Nageire, including techniques shown in Figure 18.

Review from study of Moribana how the position of empty space influences stability of the arrangements. Note in Figures 16 and 17 the top view of branch positions in the container.

Have students work with Nageire, using techniques demonstrated above, in constructing their own arrangements. Each student can select a style and suitable materials for the style.

## Anchoring Stems in Tall Containers for Nageire Styles

- A. This is the easiest way to anchor stems. With long flowers, cut the end of the stem at an angle as shown in the enlargement and lodge the slanted end against the side of the container.
- B. Any kind of material can be anchored in this way. Bend the stem and stick it in, lodging the bent part against the side of the container.
- C. This method provides better anchoring for limbs which tend to fall backward or forward. Bend the stem twice and lodge it against both sides of the container.
- D. Use this technique for very short material. Cut a piece of wood the same width as the container and place it on top of the limb or flower stem to hold it down.
- E. For short flowers, split the top end of a piece of wood and place the stem in the split.
- F. This is a simple method for anchoring stems. Oasis, a porous material obtainable from a florist, is placed down in the container and stems are pushed down in it.

Imaginative variations of any of the above techniques may be developed to suit the materials available.

**OBJECTIVE:** Ability to use flowers in place of branches in Nageire styles.

### Content

Harmony is achieved in an arrangement where only flowers are used when the arranger chooses flowers whose natural characteristics unite them with the characteristics of the style in which they are to be used.

The following are *examples* of arrangements in which flowers are substituted for branches in Nageire styles. The arranger may also choose other styles in Nageire to use.

### Learning Experiences

Demonstrate the substitution of flowers for branches in the basic formal style of Nageire, having students determine why the flowers used are appropriate for the style.

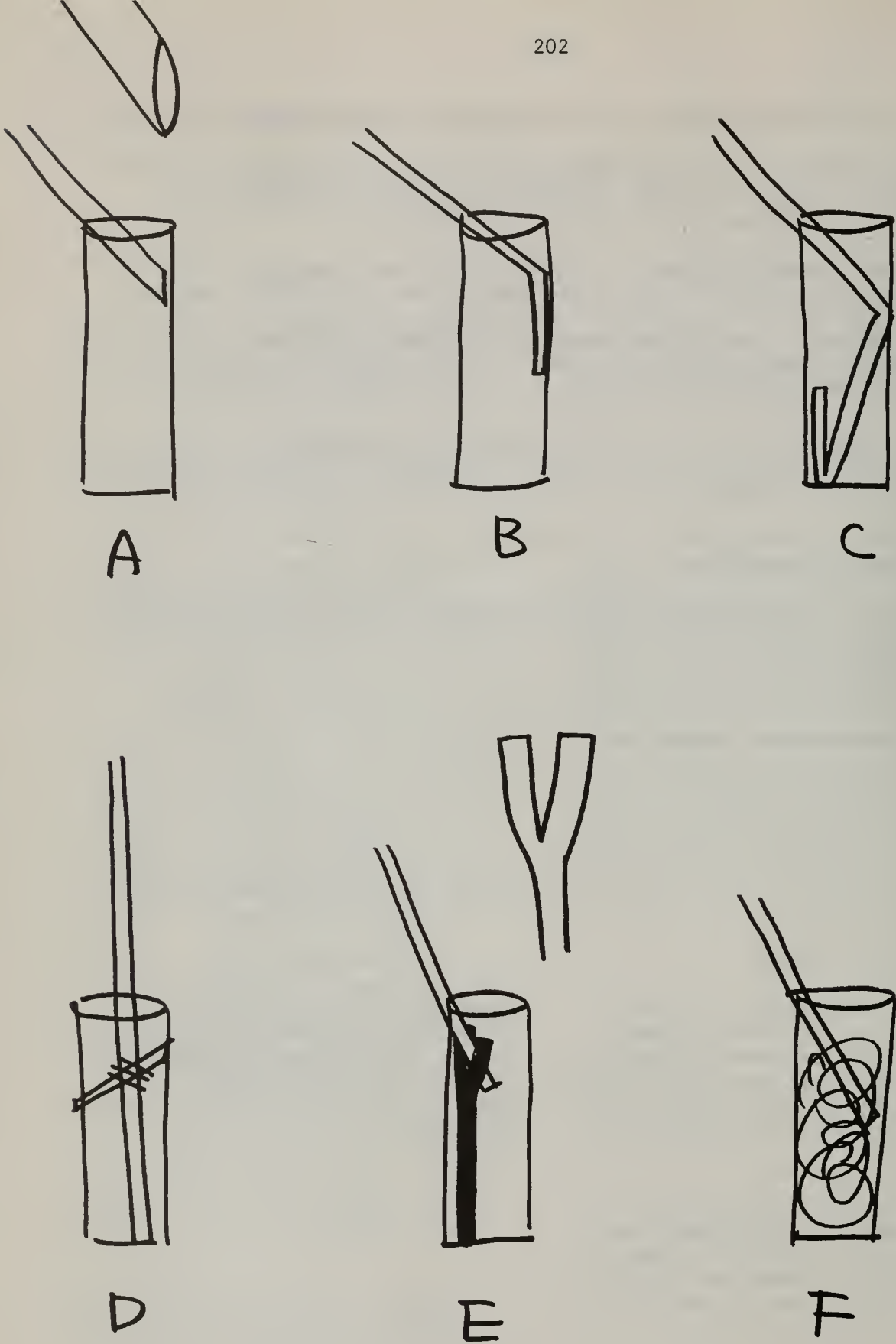


Figure 18. Anchoring Stems in Nageire Arrangements

## Basic Formal Style

Chrysanthemums are appropriate for this style because their natural vertical growing position agrees with the vertical lines of the style.

Suggested flowers:

Spider mums for A and B branches and A flower;  
Small chrysanthemums grown in a cluster for C branch, B flower, and C flower.

In choosing chrysanthemums for this arrangement, use the ones with lighter colors for the top or tallest flowers and the ones of darker color for the lower or bottom flowers since the darker the color the heavier the feeling the flower gives and because a natural balance is achieved when the arrangement appears heaviest at the bottom.

Explore with the class the heavy and light feelings of dark and light colors by comparing objects of the same size in dark and in light colors.

Show an arrangement in which light flowers are placed near the bottom and dark ones at the top and have students decide why the arrangement appears unbalanced.

## Semiformal Style

The 45° position of A branch, being neither elegant nor relaxed but rather in between these extremes, enables any flowers to be used appropriately in place of branches in the semiformal style.

Suggested flowers:

Gladiolas, chrysanthemums, or roses for A and B branches and A flower;  
Leaves of gladiolas or palm leaves for C branch;  
For B and C flowers either the same flowers as A and B branches (if enough are available) in colors other than those of A and B branches, or if the amount of flowers is insufficient, use any leaves.

Have students select flowers for and construct an arrangement in one of the semiformal styles.

## Informal Style

The 90° horizontal position of A branch in informal variation III makes it the best variation to use when flowers are substituted for branches because 90° horizontal is the lowest position in which flowers can grow; flowers placed in the 45° down positions of the other informal styles would appear unnatural and thus inappropriate.

The widespread, flowing lines of informal variation III lend themselves to almost any flower, especially ones which are spread along the stem (such as gladiolas); any flower which is big at the top would be inappropriate to use since such a flower would detract from the flowing lines of the style.

### Suggested flowers:

Gladiolas for A and B branches;  
Gladiolas or leaves for C branch;  
Leaves or gladiolas for A and B flowers;  
Flower from the stem of gladiolas for C flower.

The leaves used may be gladiola leaves or others.

There is freedom in placing A and B flowers so long as each remains near A and B branches, respectively, and an interesting feeling is created.

Have students use informal variation III in constructing an arrangement in which flowers are substituted for branches. Use types of flowers as suggested, having students explain why flowers used are appropriate.

*Note:* Flowers may also be substituted for branches in Moribana styles, creating an arrangement consisting wholly of flowers as in the Nageire examples above. However, no lesson on substituting flowers for branches in Moribana is included.



**OBJECTIVES:** Ability to construct an arrangement for which a Moribana variation provides only the basic lines.

Ability to create movement as an element of design in an arrangement.

### Content

Constructing an arrangement which gives a feeling of movement and uses only the position of A and B branches from a Moribana style enables the arranger to get away gradually from strict adherence to angles and at the same time begin to express his own ideas in the arrangement.

From a style developed by masters of flower arranging, the arranger here receives only the positions for lines A and B; in constructing the rest of the arrangement he is on his own, as he will be in contemporary styles for the entire arrangement.

To construct an arrangement in this transitional lesson, select one of the variations of formal, semiformal, or informal styles; leave out C branch and decide what direction of movement the remaining A and B branches give; add materials (lines) to establish this direction of movement; use flowers as accents and for contrast as needed.

The rule that no line crosses another applies to the Moribana and Nageire styles where the lines form the frame of the arrangement; in this lesson, however, no lines form a frame for the arrangement and the arranger is free to cross lines if crossing lines adds to the beauty of the design.

The movement created in the design attracts interest when the balance of mass and line is asymmetrical; it becomes uninteresting when each side of the arrangement appears equal in mass and line, such as a fountain effect.

### Learning Experiences

Explain the purpose of the lesson: Learnings from constructing the arrangements in this lesson help students to make the transition from completely following a style to the freedom of expressing their own ideas in contemporary Japanese flower arrangements. The student is given the opportunity to apply in his own creation the training in aesthetics that he has received from studying the construction of Moribana and Nageire styles.

Illustrate the creation of movement with actual arrangements or with the examples in Figure 19.

Let each student select one of the variations, leave out C branch, and proceed to create an arrangement which gives a feeling of movement.

(Materials used need to have flowing lines to carry out the idea of movement.)

## Creating Movement as an Element of Design

These are *examples* of arrangements in which movement is created on the basis of A and B branch positions in a Moribana variation. The arranger may also choose other variations of Moribana to use.

### Formal Moribana, Variation II

Leaving out C branch means that a tall feeling is created by the A and B branches. Then a few more lines are added to complete the vertical feeling. Flowers are added as accents and to help enhance the tall feeling.

### Semiformal Moribana, Variation II

When C branch is not used, a design that appears open wide is created with A branch 45° on one side and B branch 75° on the other. To A and B branches add any leaves and flowers that give a circle and improve the design of the arrangement.

### Informal Moribana, Variation I

Without C branch a feeling of one-way direction results with A branch 70° and B branch 10° on the same side. Using the same type of material for A and B branches increases the idea of a one-way direction. Add other lines to fill out the motion of the one-way direction. Because such a strong feeling of the same direction is created, adding flowers in the opposite direction gives balance.

**OBJECTIVE:** Knowledge of the characteristics of contemporary styles of Japanese flower arranging.

### Content

The development of the two contemporary styles in Japanese flower arranging, natural free style and abstract style, parallels the present attention given to freedom of expression and breaking away from tradition in other creative arts.

Forsaking angles and set branch positions in contemporary Japanese flower arrangements enables the arranger to express feelings or ideas through his use of the materials.

### Learning Experiences

Show pictures (or cite local examples) of buildings influenced by contemporary architecture. Analyze briefly the differences between the characteristics of these and of traditional architecture. Show examples of contemporary work in other creative arts, thus bringing out their influence of freedom of expression and the departure from tradition. (To relate the lesson to a home furnishings unit also show examples of contemporary design in furniture and compare these to traditional styles of furniture.)

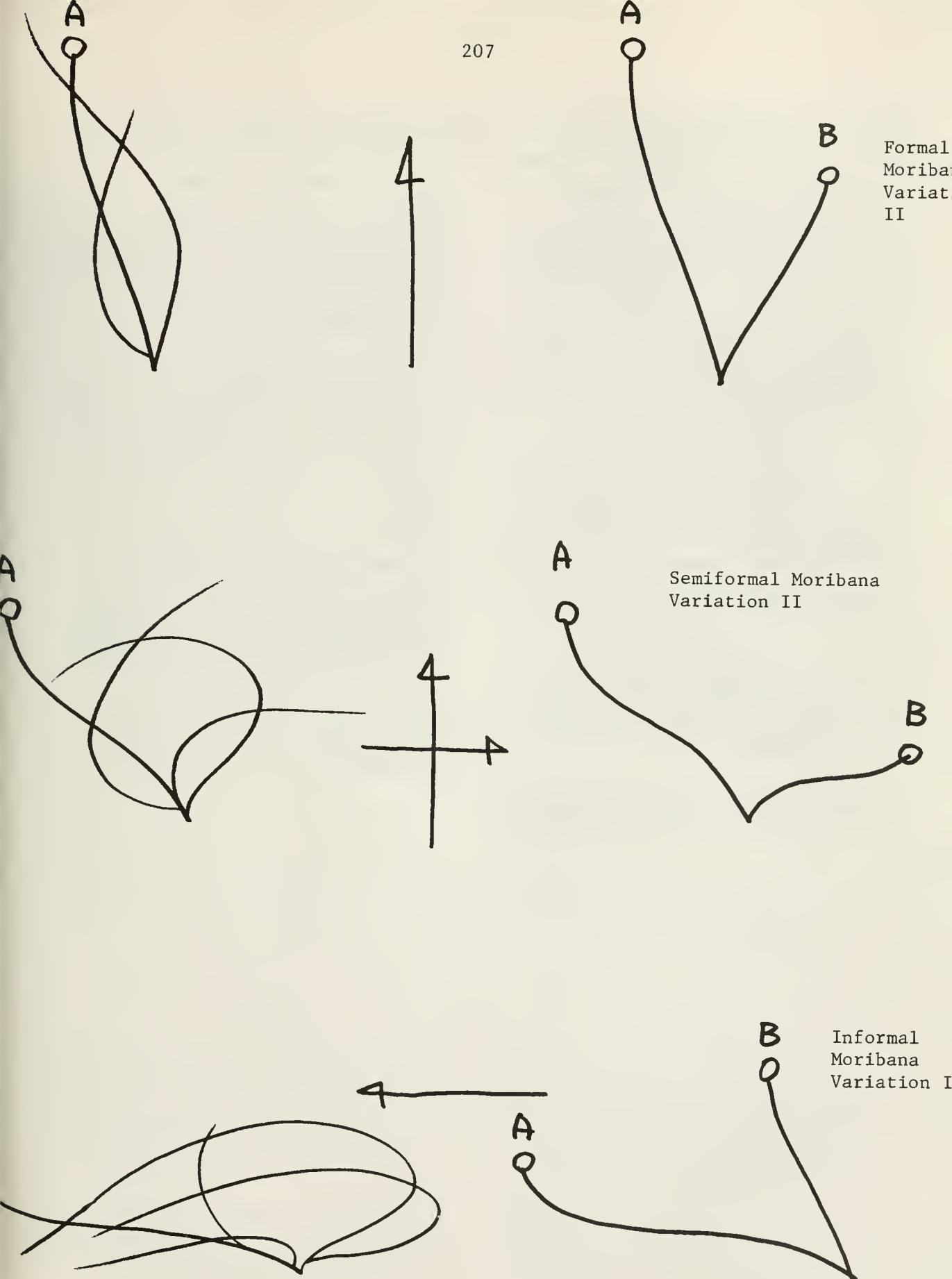


Figure 19. Creating Movement in an Arrangement

Natural free style and abstract style are similar in the freedom they afford the arranger to express his feelings or ideas but differ markedly in their goals and use of materials. Materials in natural free style are arranged as nature uses them, and a feeling of naturalness is the goal. The natural characteristics of materials used in abstract arrangements are disregarded, and these materials do not appear as they do in nature but serve as interesting mass, line, texture, and plane.

One characteristic which the contemporary style arrangements have in common with traditional arrangements (Moribana and Nageire styles) is using branches, stems, and leaves to form the body of the arrangement and adding flowers for accents.

The size of the flower chosen as an accent contributes to the balance of mass and line in the arrangement: the larger the flower the more mass it contributes.

The abstract qualities which flowers used as accents give to an arrangement include mass, color, and texture.

Display two arrangements, one in natural free style and one in abstract style. Without giving the names of these two contemporary styles, ask the students to compare each of these arrangements to the Moribana and Nageire styles with which they have been working. After general differences have been noted, state that these are two contemporary styles of Japanese flower arranging, and ask what, if any, relationship exists between these arrangements and the contemporary developments in other creative arts discussed above.

Demonstrate freedom of expression and the lack of specific rules for creating these styles by constructing a natural free style arrangement and an abstract arrangement. Also illustrate the choice and use of flowers as accents in each type of arrangement. The two displayed arrangements could be taken apart and re-constructed with explanations.

OBJECTIVE: Ability to create arrangements in natural free style.

### Content

Since the arranger is attempting to express a feeling of the beauty of nature, he has one rule to follow in natural free style arranging: to use materials as nature uses them.

Nature's use of materials determines the way the arranger uses them in natural free style: branches are shown as trees, flowers as flowers, and grasses as grasses.

Using materials as nature uses them requires that branches (as trees) be the tallest material.

Aspects of nature which the arranger can express in natural free style include, for example, seasons and coolness.

### Learning Experiences

Give these instructions for making natural free style arrangements: Disregard all of the specific rules practiced in the styles previously studied, such as angles for branch positions and exact lengths for materials. Definitely remember the principles of design behind the rules and use your understanding of these principles in creating arrangements which express naturalness. The arranger is free from any planned pattern and has only to use materials as nature uses them.

Students then select materials (branches, flowers, grasses) and create arrangements.

Have the class observe each student's arrangement and discuss its expression of naturalness and the aspect of nature expressed.

OBJECTIVES: Knowledge of the distinguishing characteristics of abstract arrangements.

Ability to use straight lines in abstract arrangements.

### Content

An abstract arrangement of plant materials is based upon the same idea as an abstract painting or an abstract sculpture: use materials for their abstract qualities to express ideas.

In making an abstract arrangement, the arranger has no set pattern to follow but rather begins to see beauty from nothing, building on an idea that unfolds as the materials are put together.

### Learning Experiences

Have the class determine the meaning of "abstract" by comparing a traditional sculpture and an abstract one; a landscape and an abstract painting. (Photographs of these can be used.)

Relate the conclusions of the above comparisons to the differences between a Moribana style arrangement and an abstract one.



By making a three-dimensional sculpture in abstract style the arranger shows that plants can create something other than the beauty of nature.

Seeing the materials for abstract style as interesting lines, masses, planes, textures, colors, and designs, and forgetting their original and natural uses, enables the arranger to express his own ideas through the materials; thus the materials themselves do not get in the way of the arranger's ideas.

The various ways of using lines enable them to express four different design elements: movement, rhythm, plane, and mass.

Lines express mass when bunched together and overlapping each other.

Curved lines give feelings of movement.

Plane is created by a line which encloses space, such as a circle drawn on paper.

Repetition of lines gives a feeling of rhythm.

Because materials coming out from the container at angles resemble the Moribana style, specific angles are not apparent in the abstract style; for example, all materials may come out from one side of the container.

The simplicity characteristic of a Japanese abstract arrangement is achieved when only one idea is used in the arrangement; therefore, in each abstract arrangement the arranger concentrates on a single abstract quality of the materials.\*

Review the definitions and show examples of the abstract qualities of materials, such as line, mass, plane, and rhythm.

The main instruction to the student working with abstract style is to forget about the materials as plants and flowers and to see them as mass, line, texture, and plane. He then is able to use the materials to express ideas.

The following exercises introduce the student to abstract style and help him to begin to see and to use the abstract qualities of the materials. Use a plant material which is thin, narrow, and long, such as horsetails, cattails, or pussy willows.

1) Place about five of the stems in a straight row across the center of the needle-point holder. Space them evenly, have all the same height but no specific height, and make them as straight as possible.

The resulting arrangement presents straight, simple lines and gives no particular feeling. Have students state their opinions of the arrangements they have made before making this statement.

A single flower placed off-center at the bottom of this arrangement, allowing part of the vertical lines to show, enables the tallness of the arrangement to be seen and felt better.

In abstract style arranging the container becomes a base for the sculpture and is thus an integral part of the design.\*

Since the container is an integral part of the design, its characteristics influence any abstract arrangement created in it.\*

In order to enjoy the unique character of the vase, go upward with the arrangement when a short vase is used; with a tall vase take the arrangement upward and down below the mouth of the container.\*

In order to appreciate an abstract style arrangement, use it in a room with a light, solid colored wall.

\*Refer to Figure 20 for illustrations which could be used in class discussion concerning this part of the content.

2) Bend down one, two, or three of the stems. Bend them any way you would like but put only one bend in a stem. This bending gives variety to the arrangement and makes it more interesting.

Have class members walk around and observe the variety of ways the stems have been bent.

3) Bend down all of the stems again putting only one bend in each stem. Having all stems bent gives more rhythm, speed, and variety of direction to the arrangement.

Again have class members observe the variety in each of the arrangements.

4) Put two or more bends in each of the stems and make all of the stems touch the table in some way. Having parts of the arrangement touch the table gives the arrangement a more stable, tied-down feeling.

Observe individual arrangements as before.

5) Remove stems from the container. Bend the stems into triangles or squares (one to a stem) and tie with wire. Use additional stems as desired and arrange the materials as an abstract sculpture, in any manner aesthetically pleasing to the arranger.

A flower or two could be used in the arrangement for accent.

To illustrate the effect of placing an abstract arrangement against a light, solid colored wall, compare arrangements placed against walls with (1) a dark color, (2) patterned wall paper, (3) a light, solid color.

Left to right: Mildred Griggs, Home Economics teacher, Jefferson Junior High School; Mrs. William McLure, who has studied with Mr. Sato and is Mr. McLure's mother; John McLure, Counselor, Jefferson Junior High School; and Julia Broome, author of the Curriculum Guide.



In this arrangement of abstract design, osage orange has been curved into a shape which repeats the lines of the container, as Mrs. William McLure is indicating. A fresh red Amaryllis bloom provides color and accent. The grey pottery container was made by a University of Illinois student in the Ceramics Department.

**OBJECTIVES:** Ability to use irregular lines and curves in abstract arrangements.

Ability to create arrangements in the abstract style with materials whose natural characteristics have been altered.

### Content

One aspect of abstract style arrangement enables the arranger to find another kind of beauty in plant materials by altering their natural character to suit his own ideas.

Though the variety of ways the arranger can alter the materials has no limit, all materials used in an arrangement should have the same type of treatment; thus the arrangement will express one idea effectively and with simplicity.

The simplicity that is characteristic of a Japanese abstract arrangement is achieved when only one idea is used in the arrangement.

The arranger's goals in an abstract arrangement, in addition to the expression of his main idea, are to achieve a contrast of materials, a balance of mass and empty space, a balance of heights, a balance of tight and loose mass, a balance of mass and an airy feeling, and a balance of colors.

Altered materials, used as they are treated and not as they appear in nature, contribute design elements such as line, mass, and plane to the abstract composition.

Abstract arrangements made with altered materials attract interest because the treatment makes the materials unusual and presents them in a way people have not thought about.

### Learning Experiences

Demonstrate ways of altering materials for use in abstract arrangements as examples upon which students can expand. Ask the class to state the effect of each way of altering shown, describing the abstract qualities of the altered material. For example, crushing over a stem of leaves results in an irregularly shaped mass to be used in an abstract arrangement.

Have students select several types of material (for example, straight stems, palm-like branches, and branches with lace-like leaves) and create abstract arrangements. Use one type of material and one way of altering in an arrangement.



## Examples of Ways to Alter Materials for Abstract Arrangements

Since the number of ways in which materials can be altered to express the arranger's ideas in an abstract arrangement is unlimited, these examples serve only as a starting point from which to explore techniques for changing the character of materials to suit one's own ideas. In creating abstract style arrangements the arranger needs a repertoire of techniques for changing materials from which he can select one that will give the effect he desires.

- A. Use scissors to trim the material in different designs.
- B. Pull some of the leaves off the stem (for example, pull off all leaves except a few at the top of the stem).
- C. Bend leaves in different directions, making a very irregularly shaped mass.
- D. Crush the whole stem over about in half, crumpling the leaves (for light weight materials).
- E. Fold very pliable grasses over in circles and tie with wire.
- F. Bend or fold pliable material into triangles or squares, tying the shapes in place with wire.
- G. Split leaves into small strips or split grass-like materials into strips.

## Abstract Style

### The Use of Line, Mass, and Plane in Relation to the Container

- A. Plane used with a low container.
- B. Plane used with a flat container; in this arrangement plane and the length of the vase can be enjoyed.
- C. Plane used with a tall container; the flower (accent) is off center and drooping to off set the tallness of the arrangement.
- D. Line used with a low container. For simplicity, make the flower (accent) the same height as the point where the lines cross.
- E. Line used with a flat container.
- F. Line used with a tall container.
- G. Mass used with a low container.
- H. Mass used with a flat container.
- I. To enjoy the interesting shape of this vase, use a little mass and one flower with it.



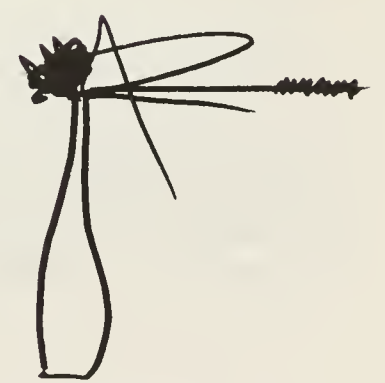
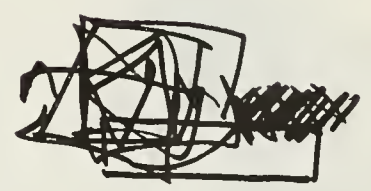
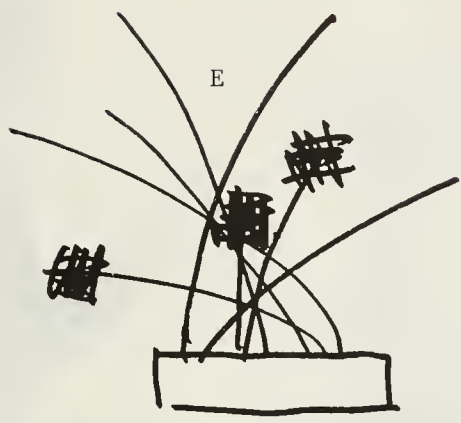


Figure 20. Abstract Style Arrangements: Using Line, Mass, and Place in Relation to the Container

From left to right: Mrs. William McLure, Julia R. Broome, Mildred Griggs, and John McLure



In this arrangement of abstract design, dried roadside sedge grass is placed vertically to repeat the lines of the container and dried willow is tied with wire in circles. Three fresh red carnations are massed to give emphasis. The straw color of the Japanese ceramic container is repeated in the color of the sedge grass and dried willow.

## APPENDIX

Techniques Used in Preparing Branch Ends to be Positioned  
on a Needle-Point Holder

These techniques make very light weight materials more sturdy for sticking on the needle-point holder.

- A. Bind a short twig or stem to the bottom of the material with wire.
- B. Stick the end of a thin stem into a short, hollow, sturdy stem.
- C. Bind several thin materials together with wire.

These techniques enable heavy branches to fit tightly into the needle-point holder.

- A. For branches that will have a comparatively vertical position in the arrangement, make the end of the stem pointed as shown.
- B. Make the thick end of the stem spread apart by cutting a cross in the end of the stem.
- C. For branches that are positioned at relatively low angles, cut the end of the branch in a slant.

## Techniques Used in Preparing Stem Ends

The purpose in each of these techniques is to preserve the freshness of the materials used in an arrangement by improving their means of getting water up in the stems.

- A. When cutting the flower stem for the arrangement, place the stem under water to clip it. (Water then goes immediately into the stem.) This method is good for delicate flowers such as roses.
- B. After the stem has been cut the desired length, put it in hot water for five minutes. (Wrap leaves and flowers with cloth or paper first to prevent steaming them.) Place the stem in cold water immediately after the five minutes. The heat expands and then the cold shrinks the fibers of the stem, causing water to be pumped up in the stem.
- C. Pound the stem end with a hammer. Breaking apart the stem helps the water to get into the stem.
- D. Place the end of the stem in a flame until it becomes like charcoal; put it into cold water immediately, as in B above.

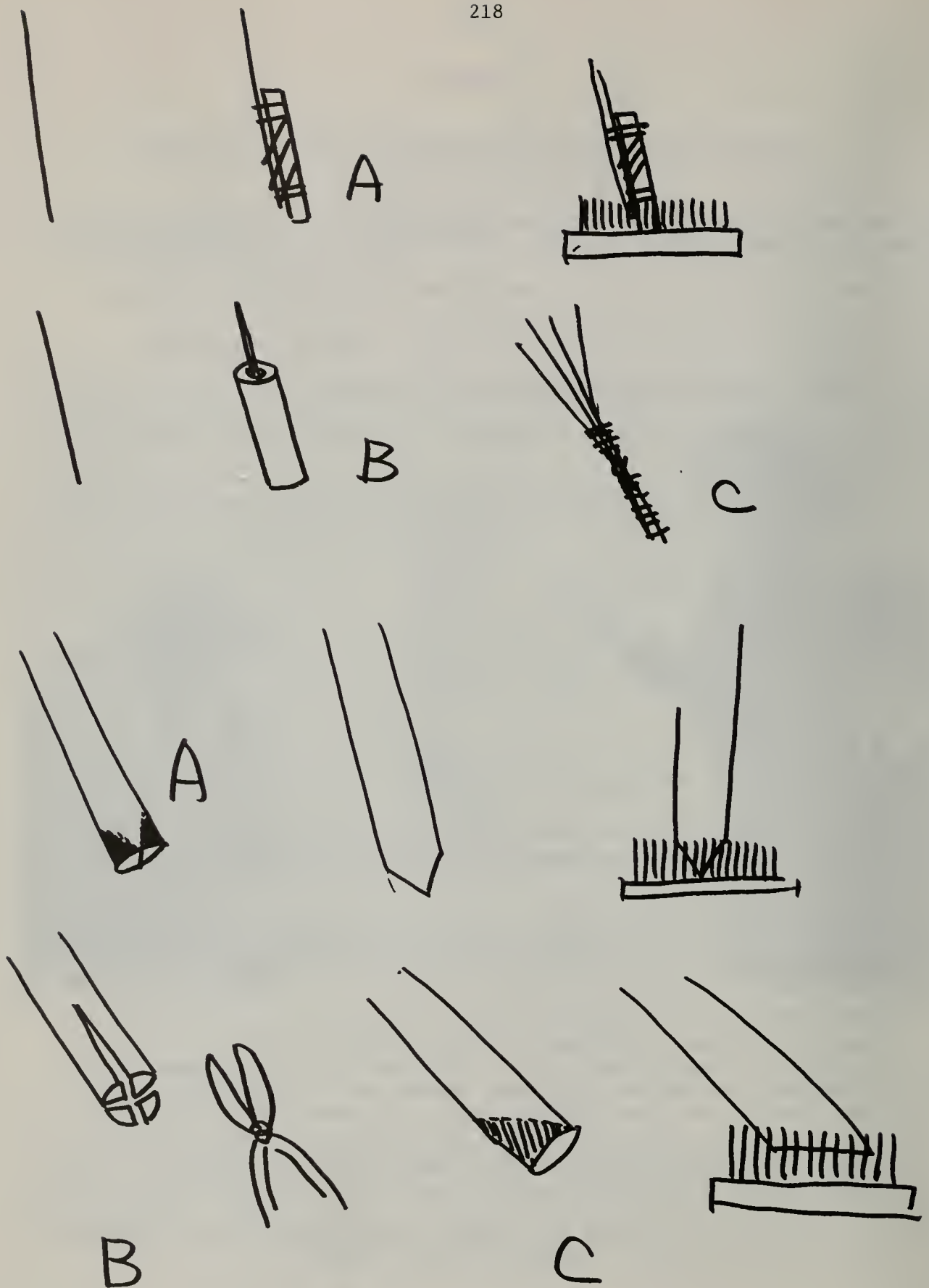


Figure 21. Techniques Used in Preparing Branch Ends for Use on a Needle Point Holder

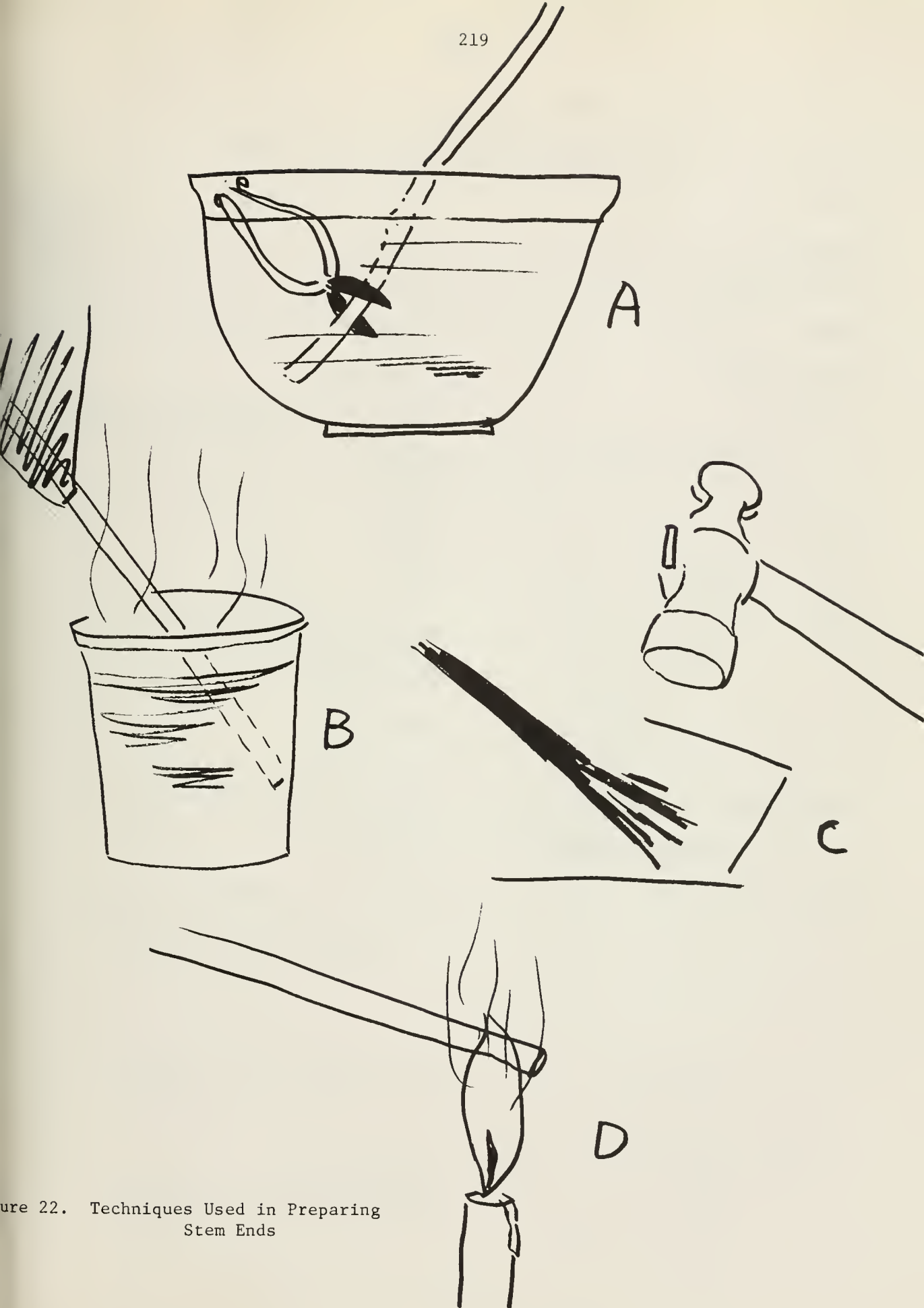


Figure 22. Techniques Used in Preparing Stem Ends



## Vocabulary List

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| abstract                              | plane                               |
| accent                                | plane (with degrees)                |
| appropriate                           | principles                          |
| asymmetrical                          | proportion                          |
| balance                               | qualities                           |
| characteristics                       | relationship                        |
| contemporary                          | reverse (of an arrangement's style) |
| depth                                 | rhythm                              |
| dimensions                            | scale                               |
| emphasis                              | simplicity                          |
| "face" of a leaf                      | space                               |
| horizontal                            | symmetrical balance                 |
| line                                  | three-dimensional                   |
| mass                                  | traditional                         |
| monotonous                            | unity                               |
| Moribana (Môr- <sup>U</sup> ī-băn'-ə) | variety                             |
| movement (as a design element)        | vertical                            |
| Nageire (Näg'-è-ě'-rě)                | Western (the term for our culture)  |

# QUESTIONNAIRE TO EVALUATE "JAPANESE FLOWER ARRANGEMENT CURRICULUM GUIDE"

You can help evaluate the use and effectiveness of "Japanese Flower Arrangement Curriculum Guide" by giving your responses to the following items. please send the completed questionnaire to Professor Elizabeth Simpson, 352 College of Education Building, University of Illinois, Urbana, Illinois 61801.

## General Information

If you taught a unit on Japanese flower arranging, please give your responses to the following questions by circling the appropriate answer or answers in the column at the right.

| Questions  | Responses             |           |           |
|--|-----------------------|-----------|-----------|
| 1. In which school year was this unit taught?                              | 1966-67               | 1967-68   | other     |
| 2. How much time was spent on the unit?                                    | 2 weeks or less       |           |           |
|  | 3-4 weeks             |           |           |
|  | more than 4 weeks     |           |           |
| 3. How many students were in the class?                                    | less than 10          |           |           |
|  | between 10 and 20     |           |           |
|  | between 20 and 30     |           |           |
| 4. How many students took the unit, by grade level? (specify)              | 7th_____              | 8th_____  | 9th_____  |
|  | 10th_____             | 11th_____ | 12th_____ |
|  | adult_____            |           |           |
| 5. To what areas of study in home economics, if any, was the unit related? | home furnishings      |           |           |
|  | no specific area      |           |           |
|  | other (specify) _____ |           |           |
| 6. How many students constructed unassigned arrangements outside of class? | none                  | most      |           |
|  | several               | all       |           |

## Student Reactions to the Unit

Give your responses to the following statements by putting an X in the appropriate column at the right.

|   | agree strongly | agree | disagree strongly | disagree | insufficient evidence |
|---|----------------|-------|-------------------|----------|-----------------------|
| 7. Most of the students voluntarily took the unit.  |                |       |                   |          |                       |
| 8. The unit was part of a required course and students were enthusiastic about including the unit.                        |                |       |                   |          |                       |
| 9. Most students asked for references with additional information in Japanese flower arranging.                           |                |       |                   |          |                       |
| 10. Most students used any references available on Japanese flower arranging.   |                |       |                   |          |                       |
| 11. Parents reported that students took a greater interest in arranging flowers after the unit.                           |                |       |                   |          |                       |
| 12. Parents indicated that students' ability to create flower arrangements improved as a result of this unit.             |                |       |                   |          |                       |
| 13. Most students indicated that they would like to have more advanced (additional) courses in Japanese flower arranging. |                |       |                   |          |                       |
| 14. All students would have liked to have spent more time on this unit.   |                |       |                   |          |                       |
| 15. Most students thought that the unit was useful, and made arrangements in their homes.                                 |                |       |                   |          |                       |
| 16. Most students enjoyed taking the unit.  |                |       |                   |          |                       |
| 17. Most students appeared to experience little value-conflict with traditional Western ideas in flower arrangement.      |                |       |                   |          |                       |

## Aesthetic Appreciation

|   | agree strongly | agree | disagree strongly | disagree | insufficient evidence |
|---|----------------|-------|-------------------|----------|-----------------------|
| 18. Most students were better able to arrange materials in good proportion after the unit.                                |                |       |                   |          |                       |
| 19. After the unit most students could select containers which were appropriate for the materials used in an arrangement. |                |       |                   |          |                       |
| 20. The students selected aesthetically pleasing accessories for rooms after the unit.                                    |                |       |                   |          |                       |
| 21. Most students appeared to have more appreciation of line as a design element as a result of the unit.                 |                |       |                   |          |                       |
| 22. Most students increased in ability and willingness to criticize flower arrangements and accessories constructively.   |                |       |                   |          |                       |
| 23. After the unit most students could use materials to express feelings through an arrangement.                          |                |       |                   |          |                       |
| Japanese Culture  |                |       |                   |          |                       |
| 24. Most students understood the relationship between nature and the styles of Japanese flower arranging.                 |                |       |                   |          |                       |
| 25. Most students appreciated Japanese flower arranging as an art, and could compare it to painting, sculpture, etc.      |                |       |                   |          |                       |

## Teacher Preparation

In addition to circling the appropriate response for the questions below, please give your comments.

26. If you were a member of Mr. Sato's class in the summer of 1966, did you think you had sufficient preparation for teaching the unit?
- Yes                      No
- Not a member

Comments:

27. If you used "Japanese Flower Arrangement Curriculum Guide" alone to prepare yourself for teaching the unit, did you think your preparation was sufficient?
- Yes                      No

Comments:

28. Do you plan to use this unit (again) next year, or in another course?
- Yes                      No

Comments:

29. If you were going to teach the unit again, what would you do differently?



30. In what ways do you think "Japanese Flower Arrangement Curriculum Guide" could be changed to make it a more effective curriculum plan?

31. Would you be interested in a summer course (non-credit) in Japanese flower arrangement at the University of Illinois if it can be arranged?

Summer, 1967    yes \_\_\_\_\_ no \_\_\_\_\_

Summer, 1968    yes \_\_\_\_\_ no \_\_\_\_\_

(Note: Students in such a course would have to purchase equipment and materials used. You would not have to have used "Japanese Flower Arrangement Curriculum Guide" to be a student.)

32. Was any effort made to correlate this unit with work or concepts in related fields such as art, world history, geography, music, or language arts?

Yes

No

33. If the answer to the above question was "yes," please elaborate which field(s) and how this was done. For example, was another faculty member invited in as a speaker?













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Vol. X, No. 6  
Spring 1966-67

THE UNIVERSITY OF ILLINOIS

JUN 21 1967

UNIVERSITY OF ILLINOIS

# ILLINOIS TEACHER OF HOME ECONOMICS

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## FOREWORD

In this issue of the *Illinois Teacher*, Professor Mary Mather discusses social changes and the home economics program. She gives particular emphasis to size and composition of family, the working mother, and leisure in our society.

"Whatsoever Ye Sew" is the title of a symposium on the place (or non-place) of garment construction in the home economics curriculum at the secondary level. Participants include two teacher educators, one of whom has authored textbooks on clothing, and the dean of a school of home economics, who formerly served as chairman of the Division of Textiles and Clothing at the University of Illinois. You will find some differences of opinion among the three, but also some basic areas of agreement. What do you think? We would be pleased to receive your letters on the subject.

The last section is a supplement to the annotated bibliography on "The Employment Aspect of Home Economics Education" published by the Division of Home Economics Education, University of Illinois in 1965. Copies of the original bibliography are still available from the office of the *Illinois Teacher*.

The 1967-68 series of the *Illinois Teacher* will include curriculum guides for adult education in home economics, curriculum guides for junior high school programs, descriptions of developing wage-earning programs, and an article on pre-professional education in home economics at the secondary level.

Your suggestions for the *Illinois Teacher* are always most welcome.

- Elizabeth Simpson  
Editor





## SOCIAL CONDITIONS AND THE HOME ECONOMICS CURRICULUM

Mary E. Mather  
Associate Professor  
Home Economics Education  
College of Education  
University of Illinois

What is the purpose of home economics? If it is to help individuals and families with personal and family living as well as with occupations, it surely behooves home economics educators at all levels to be up to date about influences on people. We have a whole new way of living, working and learning as compared to a generation ago. Rapid change is a condition of our society, touching every aspect of our lives. Each of us must learn to live with, and make the most of, the opportunities which changes represent. The speed of change can be quite startling unless we accept some instability and work with it.

Conditions affecting families in the late 1960's are quite different from those experienced by many a teacher in her own growing-up years, when she established her family or began her professional career. Are we home economics educators really up to date? Or are we reactionary, traditional, anti-modern? Even the youngest teachers, those born during late World War II, may be confused about what modern home economics is or can be. This may be especially true if their experiences in teacher education have been, and are being, guided by "oldsters" who may be struggling to keep up with the implications of social and economic changes. Let's not have a "generation gap" between students and teachers in home economics!

It has been said that the America of tomorrow will be bigger, richer, more urban and more crowded. New products will pour out of the laboratories of industry revolutionizing home, office and factory. Science and technology have put man into space, lengthened life span by lowering death rates, decreased work loads, and increased production of foods and other products.

On the other hand, technology has caused people to be out of work because of automated processes, or because new skills are needed for new work. People move to new locations to follow or find work. Some people have more time off from work because of better tools doing a job more quickly, whereas others may have a shorter work week or year in order to give someone else a chance to earn at the same job.

Improved health and sanitation have meant freedom from many diseases and longer life span, but the same factors have meant an increase in the number of aged in our population, as well as a big increase in the total number of people. Because of the high birth rate in the post-war years there is a tremendous increase in the number of young people so that practically half of our total population is under 25 years of age. The implications of this for the consumer market (and the amount of consumer

education needed) are staggering since buying is particularly heavy as young marrieds set up their households.

Family size and composition. Currently there is much concern about population growth on a world-wide basis. It is explosive in nature, making the relationship between food available and people to feed such that famine is likely in many under-developed countries. Although we need not worry about not having the resources for food production to feed our population in the United States, we may have to worry about having land resources for recreational purposes. A booming birth rate may be good for business, but in the long run our society would be consuming things which could not be replaced, like physical space.

Unchecked population growth can cause many problems. Excessive growth tends to eat up social and economic gains as most of the growth of the economy has to be used to get greater quantities of everything with little opportunity to improve quality. If the children of the post World War II baby boom, now marrying, choose to follow the three-to-four child family pattern popular in the fifties, it might be necessary in the next forty years to double provisions for housing, education, food production and all elements of our daily life merely to maintain present standards of living.

Our youth today have lived in an era of abundance; they seem to want more and take it for granted that more and better things will be available. As educators, how can we help them to reflect about what they really want, what society needs, and what social and economic consequences may result from their decisions?

Social patterns are not easy to change, but conditions have changed. It is no longer necessary to have a large family to carry on production activities in the home or family business, or to have a large number of children to make sure some will survive.

Margaret Mead [1] challenges us to examine our culture's strong preference for married life. She suggests that marriage might not be the most desirable state for everyone. She suggests that every woman should ask herself, "Should I marry? Am I interested in devoting myself permanently to another person, or letting another person devote himself wholly to me?" Miss Mead believes that society should support woman's right to a personal life, just as various commissions have supported woman's right to work. Another factor to consider is that the female population continues to increase faster than the male group. After about age 20 there are more females than males in each age group in our population.

Miss Mead further states, "A continuing insistence that most men and women marry and have children will inevitably mean also that there will be more divorces, more heartbreak, and more confused children who will grow up to be confused parents." In a world where fewer children are needed, and all of them well-reared, it is suggested that modern woman ask herself, "If I marry, should I have children?" Even if one can have healthy children questions might be raised about whether or not one wants to devote several years of one's life to bringing up small children, and whether or not one has the money or is able to get the kind of help and education for children required by present standards [2].

In recent months many articles in the mass media have told of the declining birth rate in the United States, a trend that began in 1958. Demographers are wary of making firm predictions, but it appears that the "war babies" are marrying at slightly older ages and that child bearing is being delayed somewhat. There also appears to be a decline in the number of births per family, many couples deciding to forgo the third and fourth child. On the other hand there has been an increase in the number of families having children; there are fewer childless families than in previous years. Our total population will continue to grow, however, since the number of births exceeds the number of deaths. Census Bureau estimates place the U.S. population at the end of this century, only 33 years from now, at about 283,000,000. Currently it is about 197,000,000.

There are many speculations as to reasons for change in family size. One is that there are fads about size and the large family is no longer "fashionable." Other reasons may be increased education, improved methods of contraception, and changes in attitude about regulating fertility. Perhaps as people become more educated they realize more clearly just how expensive it is to rear a large family. Families may be making calculated decisions not to have large families and to invest cash in other ways.

That home and family life is changing is obvious. Here are some additional facts about the 1960's, some guesses about the future, and challenges to home economics educators.

- \* Size of households has decreased even when the number of children per family was rising. In 1960 there were 3.38 persons per household as compared to 3.52 in 1950. These figures verify the observation that American families want to live alone rather than with parents or other relatives.
- \* In 1965 there were proportionately fewer males and females married and living with spouses than in 1950, reflecting higher rates of divorce and separation. One in ten head-of-family is a woman.
- \* Approximately one-fifth of American families move from one residence to another each year, and by 1975 it is estimated that less than five per cent of the population will spend their entire lifetime in their home town, and many will have lived at some time in a foreign country. Mobility may result in separation from traditional family and community resources, and intensify the need for family services.

Challenges. Do we recognize adequately that all families are not composed alike? There are many one-parent families. It is not always mother *and* father, while grandparents, uncles, aunts and cousins may be widely scattered. Do we help the young homemaker, or potential homemaker, to find and utilize community services which may have to substitute for absent relatives? Do we help her find ways to make decisions in new situations when old traditions may not provide appropriate answers? Do we help all young people to try to look beyond their decisions to the possible consequences?



Are home economics teachers in tune with the idea of renting rather than owning home furnishings so that mobile families can be freed from having large possessions carted from place to place? Probably many a lesson has been taught about renting versus owning in relation to shelter. In today's economy such lessons could be appropriate in relation to many types of home furnishings and equipment, as well as for transportation and services.

- \* The farm population continues to drop and metropolitan areas gain in population. For the total population in 1965 only about six per cent lived on farms. The small farm town is likely to be populated by older people, as well as the farmers themselves tending to be in that age group.
- \* In Illinois the total population increased 1.5 per cent from 1950 to 1960, whereas the urban population increased by 3.1 per cent. If the same rate of change takes place from 1960 to 1985, Illinois is likely to have a population that is 88.5 per cent urban and 11.5 per cent rural, with 7.66 per cent living on farms and 3.84 per cent living in rural, non-farm areas.

Challenges. To what extent is home economics ready for urban living? Much of our heritage is from rural developments. Many lists of "Suggested Home Experiences" which the author has seen reflect this rural orientation and also emphasize home production activities. For years we have been saying that the family has shifted from a producing unit to a consuming unit as regards goods and services, yet much of what is taught in schools today reflects the production emphasis. Particularly in urban areas is there less likely to be much home production.

Are home economics teachers ready, or how can teacher educators help them be ready, for working in the "inner-city" with its diverse ethnic and cultural groups? Do we really understand the differing values and habits resulting from past and present conditions? Are we aware of the real needs and practices of people in urban areas, whether inner-city, suburban, or small city?

Urban living is as much a way of life as it is a geographical fact. Mass communication and ease of transportation help to erase differences. Home Economics Extension grew up in rural areas, but has been moving into city programs, too. The current program of work, based on the following divisions, makes sense for all families in today's society.

1. Family Stability
2. Consumer Competence
3. Family Housing
4. Family Health
5. Community Resource Development

Working wives and mothers. Various factors are in operation at different times to attract and keep women in the labor force. The need for certain kinds of workers is one, but this need can shift with changes in the economy, technological advances, or even with changes in the

population. For example, in 1972 the number of children in the first grade will be 15 per cent smaller than it is today. If the present pupil-teacher ratio were to be maintained the demand for primary teachers would fall off sharply.

It is doubtful if women will be able to drift in and out of the labor force as easily as they once did. Training soon becomes obsolete as automation changes jobs in office and factory, and new needs are constantly arising in all fields. A person with an education ten years old who has not kept up with her field has only about half an education left today.

Freedom from time-consuming household chores, and from long periods of child bearing and child rearing, as well as woman's own increased life span, give her more time and energy for employment. And, on the other hand, the shorter work week suits her combined role of homemaker and employed person very well. Maternal employment does, however, affect the balance of power in the home. Although classic differences between masculinity and femininity are disappearing in the way household duties are carried out, when a woman shifts from full-time homemaking to full-time outside work her talents have to be redistributed and the family members are bound to be affected [3].

Economic necessity, especially for the woman who is head of a family, desire for a higher standard of living in our affluent society, or a wish to make use of education and training are additional factors influencing the employment of women outside the home.

Need for education. Today's youth need a preparation for modern life far more diversified than that of their predecessors. The traditional role of women, making a home and rearing children, is frequently presented as it is thought to have been in an earlier and simpler society. But today at least half of the women both make a home and earn a living, while eight out of ten women are in paid employment at some time during their lives. Today's women marry earlier, finish child rearing earlier and are widowed later than their predecessors.

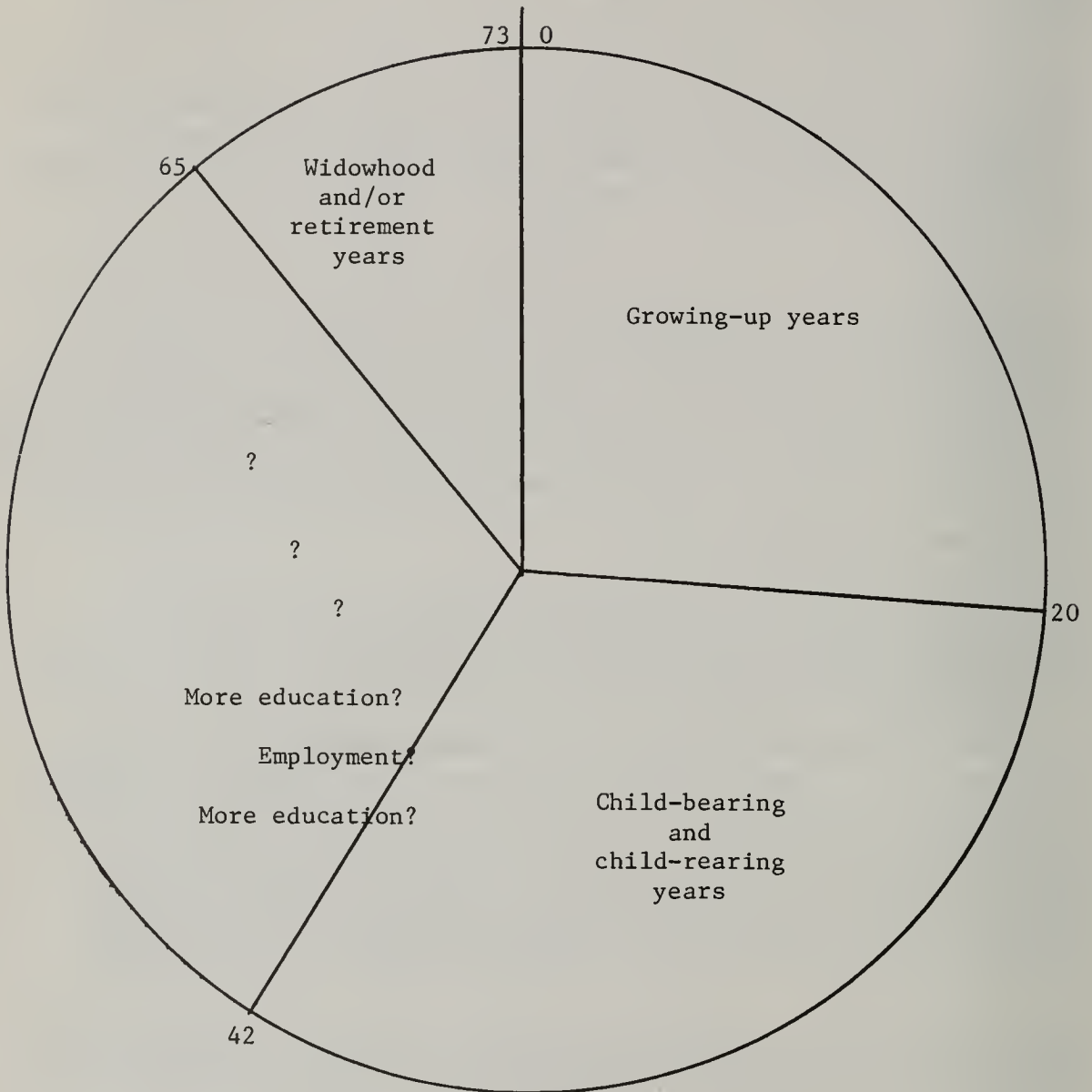
The diagram on the next page attempts to show some of these facts graphically. Certain assumptions, based on averages and projections from census data, were made in developing this scheme. Figures around the edge of the diagram represent woman's age in years.

Assumptions: woman's life span will be 73 years  
                   she will outlive her husband by about eight years  
                   she will marry at about 20 years of age and have  
                   two children in the first six years of marriage.

By studying this diagram we can see that, despite the importance of family life, full-time homemaking and motherhood are not life-time jobs. About one-third of woman's life is concentrated on children and their needs, while over one-third is relatively free to follow other pursuits after the children are "launched." The time without prime responsibility for children is much longer than the so-called "crowded years."



## Possible Life Pattern for Modern Married Woman



Looking at woman's life span this way should challenge those concerned with the education of youth, as well as challenging young women themselves. Young people should be prepared for that important part of their life when homemaking and parenthood take precedence, but they should also be helped to see that this is only a *part* of their lives.

On-going education is an important concept for the guidance of young women in the modern world, whether homemaker, career girl or both. Because conditions change so fast it is futile to believe that what one learns before leaving formal schooling will be adequate for one's lifetime. This would be true whether one stopped formal education at grade 12, 14, or with a bachelor's or graduate degree. Even the woman who

completes a Ph.D. degree has more years available for continuing education (about 45 years) than she spent in formal schooling before the degree. Continuing education should be thought of as a matter of course, not merely a diversion on the fringes of adult life.

Looking at trends as seen in the late 1960's it seems that, at the very least, continuing education for women will be needed for:

- \* new employment skills, changing job opportunities

- \* new homemaking and management skills because of

- family income going up and down, increased responsibility for handling money, increased pressures for use of credit

- time available for routine homemaking and for leisure activities varying because of changes in work schedules of family members; decisions about spending time as important as decisions about money

- increased options for the expenditure of both money and time; new products, services, recreational outlets

- relocation of homes and jobs; living in new situations

- \* help with health or child care and guidance problems

- \* personal enrichment in use of one's leisure, and for helping family members develop leisure interests.

Education for leisure. Although there are many other facets of change in our society which could be discussed, the home economics teacher's responsibility for teaching about leisure will be the last one discussed in this article.

Busy home economists may react negatively, feeling that their main problem is to have more leisure, let alone teach about it. Some teachers will remember that "worthy use of leisure time" has been a basic goal for education for a long time. Society is changing, however, and increased leisure, at least for some groups of people, is a fact of our times. Educators need to take a new look at its problems in today's world.

Why home economics teachers? Why not social scientists? Aren't the recreation people taking care of leisure activities, aren't they the ones to be concerned? They are concerned, but we should be, too.

Two evidences of this concern will be mentioned. Some Master's theses reported in the March 1967 *Journal of Home Economics* had to do with use of leisure, the first time attention to this subject has been noted in this manner. A current national project of the Future Homemakers of America is "Leisure Time/Constructive Time."

Dr. Francena L. Miller, writing for the Future Homemakers in a provocative article entitled "Time *on* your hands...or *in* your hands?" puts the challenge thus:

You, as future homemakers, hold in your hands a special obligation to live with leisure. You will be establishing the families in which much of the leisure of tomorrow will take place. As homemakers you will set the tone of that leisure.... You will be rearing children to live in a world of leisure. You can only teach what you know [4].

It is our belief that home economists, by incorporating concepts about the meaning and use of leisure in their teaching, can make a significant contribution to easing potential tensions in families and in the larger society. How to use leisure meaningfully may be one of the biggest problems facing many Americans in the future. As people are freed from the drudgery of work, as they have shorter work weeks and more days of vacation per year, they will have much more "discretionary time," time to use as they will. More choices will have to be made than formerly.

A change in attitude about leisure may be necessary to realize its potential. We have grown up in a work-oriented society with a value system which extolls industry and warns against idleness. Time off from work was used mainly for rest and relaxation so we could get back to work refreshed. In the future, social scientists are telling us, it is quite likely that leisure will be at the center of our lives rather than at the fringes of it. We may be known for our leisure pursuits rather than our "work." The quality of one's living will be determined to a greater extent by the impact of leisure time experiences rather than by the goods and services purchased.

Education for leisure is not just a matter of teaching people hobbies. It would be simple if it were. Nor is it a matter of merely "spending," "passing," or "killing" time or of spectator sports. The word "experiences" was used deliberately in the above paragraph rather than "activities." What happens to an individual as something is done *by* him is much more important than what may be done *for* him.

To think of leisure positively, let's have

| <i>Less of this</i>  | <i>More of this</i>  |
|--|--|
| Leisure as a problem   | Leisure as an opportunity  |
| Leisure as time only for<br>amusement<br>frivolity<br>aimlessness<br>being comfortable | Leisure as time for<br>self-fulfillment<br>self-expression<br>intellectual, physical, and<br>spiritual development<br>attainment of beauty and<br>solitude |
| Feeling guilty about having<br>discretionary time to spend                             | community service  |
| Using leisure time compulsively  | Leisure for personality development and relating to others   |
| To accept time for leisure as an opportunity, as something of value,                   |  |

may be the first step in beginning to organize and manage it. Each person will have to decide how to give it content and form. The mere escape from work will not be a reward in itself. Nor will time off from work be completely one's own or completely "free." Some time will be obligated to certain pursuits in relation to society, family or friends, some will be unplanned. The problem will be how to use this time to create something which makes one want to go on living. As Mrs. Miller challenged the Future Homemakers:

Do you get up on a summer morning and say, 'What will I do today?' Does the prospect of the answer excite your imagination, or leave you empty and restless? ...Is it time *on* your hands, heavy, boring, unrewarding - - - or time *in* your hands, zestful, satisfying, growing? Which will be *your* choice? Which will be the direction of society [5]?

For those wishing to read more about the problems of leisure in today's society, the following books are suggested:

Brightbill, Charles K., *The Challenge of Leisure*, Englewood Cliffs, N.J., Prentice Hall, Inc., A Spectrum Book, 1960.

Brightbill, Charles K., *Education for Leisure-Centered Living*, Harrisburg, Pa., The Stackpole Company, 1966.

de Grazia, Sebastian, *Of Time, Work, and Leisure*, Garden City, N.Y., Doubleday & Company, Inc., Anchor Books edition, 1964.

Smigel, Erwin O., ed., *Work and Leisure, A Contemporary Social Problem*, New Haven, Conn., College and University Press, 1963.

All of the above, except the second one, are paper-back editions.

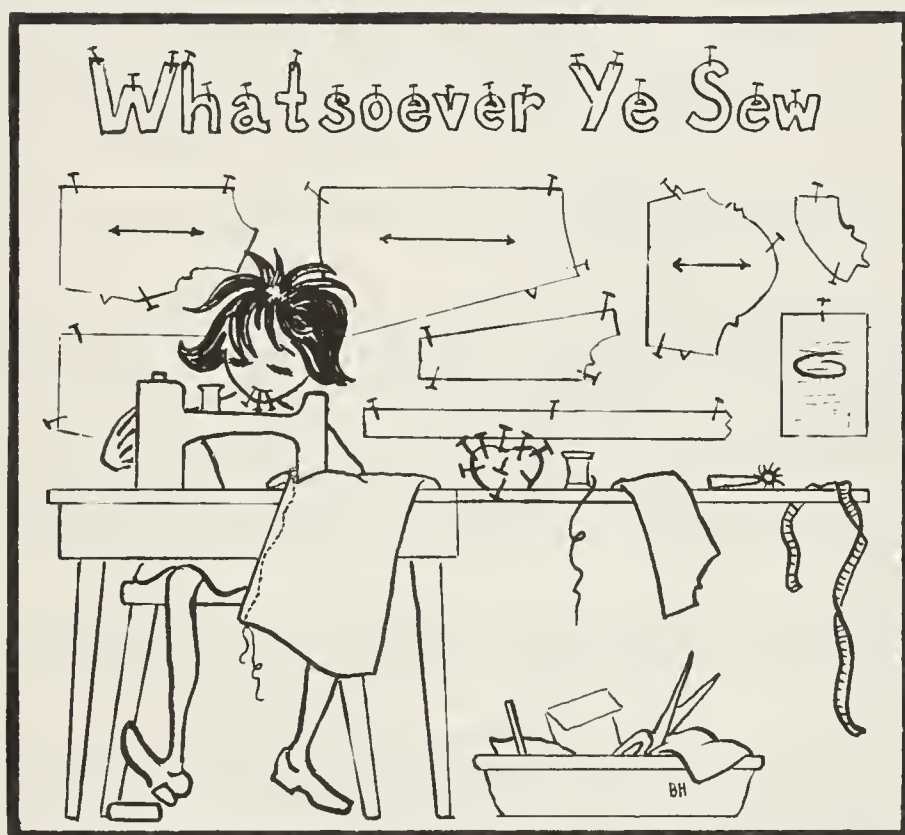
Teaching home economics in this last half of the 20th century can be demanding and exciting; one must be observant of trends. Unless one can become accustomed to new ideas as they appear on the horizon, one may want to retreat to the familiar when facts about change are no longer inescapable. Working *with* change rather than against it, is a matter of timing. The problem is how to adjust neither too rapidly or too slowly.

A provocative paper-back book for home economics teachers discusses the prospects ahead for the youth of today and tomorrow under the title *The Next Generation*. This is by Donald N. Michael, a 1965 Vintage book published by Random House.

## References Cited

- [1] Mead, Margaret, ed., *American Women, U.S. Presidents Commission on the Status of Women*. New York: Scribners, 1965, p. 202.
- [2] *Ibid.*
- [3] Blood, R. O., "Long-Range Causes and Consequences of the Employment of Married Women," *Journal of Marriage and Family Living*, February 1965, p. 43.
- [4] Miller, Francena L., "Time on Your Hands or ... Time in Your Hands?" *Teen Times*, April-May 1967, p. 6.
- [5] *Ibid.*, p. 4.





Bessie Hackett

## CONSTRUCTION IN THE HIERARCHY

Dr. Marjorie East, Head  
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I believe clothing construction should NOT be a part of the required home economics curriculum in the junior high school and should only selectively and occasionally be offered as an elective course in high school. How can I say this when you know I helped write two high school clothing textbooks? I will explain. I believe all girls need to learn some things about clothes: their value in defining and presenting the self, their use as an art form to add aesthetic joy to life, their selection, purchase, and care. I know some girls will want to learn the creative fun of sewing. But I put clothing construction very far down my list of possible topics to teach today's adolescents.

No American woman today makes most of the clothes for her family. Very few women make most of their own outer garments. These surely are not disputable facts.\* Most women do not want to use their time sewing; many of them are out in the world working. Most women will not take a chance on wasting time and money making a dress that might not turn out; they would rather go buy a dress that does fit and does look well. Most women do not have to save money anymore, at least not the few dollars they would save by sewing their own. They would rather spend--in the tempting stores.

We should not be resisting this trend, we should be helping it. Specialization of labor is a valuable concept. We do not encourage each family to make its own butter, nor weave its own cloth. There are obvious reasons--and obvious advantages to the family. Time is the most valuable resource for most families today. Families use money to buy time. They gladly pay for partly processed foods, for automatic washing machines, and for ready-to-wear clothes. We do not want to go backwards and teach our students to spend a lot of their time to save a little bit of money--maybe. We want to step forward and teach the concept "resource," and the process of intelligent "resource utilization."

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\* For example: The recent study *Young Women in Virginia* by Beth Jordan and Rosa Loving says that about 90% of the women buy most of the family's clothing ready made. 60% of the married women and 74% of the unmarried say they do not sew for themselves or their families, or do so only "sometimes." Division of Educational Research, State Department of Education, Richmond, Virginia. August 1966. See also Dr. Amy Jean Holmblade Knorr's doctoral dissertation in 1954 which found then that most homemakers in her study did not make clothes and needed other types of clothing education.

How do we decide what trends to encourage? How do we decide what to teach? I distill the essence from all the books on curriculum development into these few words: we teach what we believe our students need to know, either now or in the future; we teach what we know how to teach and enjoy teaching.

What *do* our students need to know? What are the very most important ideas we home economists can teach them so they will be confident, productive, joyous members of the human race? I would put words like development, management, family, love, at the top of the list. I would say the relationships between self and family and society must be explored. I would teach how to use technology as the servant of man. I would develop the powers of analyzing, choosing, and valuing. You will have your hierarchy of most important things to know and to be. Surely you will not put sewing as a *most* important skill.

By now you may be spluttering with another list: reasons why sewing is *an* important skill even if not *most* important. You say a seventh grader needs to develop her finger coordination and dexterity? Why? So she can type? Then teach her to type. You say a girl needs to have a feeling that she can do something well? Teach her to do something her mother will bless her for now and that she will have to do almost every day of her married life: pull together a decent meal in no time flat. You say she needs to sew in order to recognize quality in the clothes she buys? Why be oblique? Skip the sewing and get right to the point. You say a real girl, a really feminine woman knows how to sew? Aren't there more valuable feminine abilities such as sensitivity and nurturance which you can teach? You say she needs to know how to take up hems, let out seams, and sew on buttons? Then teach her directly to do these things, in two weeks, not by accident and coincidence during the two months it takes her to make a blouse. You see, I put clothing construction very far down on my list.

Why *do* we go on in 1967 teaching all girls how to make their own clothes? Not because the American woman needs to know how, and not because young girls need to learn how. The answer lies not in the needs of the students but in the needs of the teachers. We home economics teachers know how to sew, we know how to teach people to sew, and we can see immediate visual evidence that the student has learned something she did not know before. We get self-satisfaction, pride, and a feeling of usefulness from seeing that we can teach. This is the kind of pay a teacher works for. Then, too, there is no one else but the home economics teacher trying to teach sewing. No competition. No argument. We teachers, and teacher educators too, have taken the easy way. We teach the thing we know and can do. Time Marches On. We stay behind teaching unnecessary skills and reinforcing outmoded habits. Shame on us!

Is there nothing to be said for clothing construction? Yes, I can find two times and reasons for teaching it.

Teach it to the adults, to the women who have time to learn it and who want to sew for the fun of it. And teach it as a creative process. Let us go to the art educators for instruction. They know how to release tight personalities through the joy and individuality of the creative act. The sewing teacher is a craftsman who knows the tools and the

medium. But she is not often an artist. She is dedicated to fashion and utility, two contributors to aesthetic pleasure. But she is not as concerned with other contributors such as playfulness, symbolism, or sensitivity. She does not know how to teach creativity. But she can learn--and find more joy, herself.

Teach clothing construction to those few students who are going into the needle trades for their livelihood. They will become the specialists. They need precision of hand coordination and power machine operation. They need the ability to understand and manipulate shape and size, an ability the psychologists call spacial visualization. They need to develop judgment on such matters as time cost versus quality workmanship; to get an understanding of the roles of labor, management, designers, and merchants; to understand the further, quite intricate, types of specialization required after they enter the clothing construction vocation. Most teachers of clothing construction do not know how to teach these things. But they can learn.

To summarize: We should not be teaching clothing construction to anybody except as a creative art or as a livelihood. The old order has passed. The old time sewing teacher is passé.

## WHATSOEVER YE SEW

Dr. Bernadine H. Peterson, Chairman  
Department of Home Economics Education and Extension  
School of Home Economics  
University of Wisconsin

The challenge of change is all around! It is possible that no other group in modern society has been more challenged by societal changes than have the nation's Home Economics teachers.

The very meaning of the word "change" implies a challenge. "To alter, convert. . .revise, remodel. . .innovate. . .modify. . .adapt. . . ." These are a few of the synonyms for the word.

Innovation! A new look!

Have we as Home Economics teachers really taken a new look at Home Economics or are we still clinging tenderly to the sacred traditions of the past, fearful of change and its challenges?

A recent *Saturday Review* textbook advertisement carried this statement. "A teacher's job is to comfort the troubled and to trouble the comfortable." Perhaps Home Economics teachers need a little of that troubling! Professionals cannot afford to be stagnant in their thinking or in their approach to problems. Conversely, they can ill afford to climb on every band-wagon that goes by. The true professional is prepared to make decisions and assumes responsibility for making those decisions in relation to the profession in which she is engaged.

As a teacher educator I would be concerned about any Home Economics teacher

when community pressure or "what students like to do" is the basis for curriculum decisions.

when Home Economics courses are little more than repetitious practice in stitching and stewing.

when goals for student learning are not clearly defined and a basis for planning learning experiences for students.

when classroom activities are chosen because of convenience for the teacher and because "we've always done it this way."

when the insecurity of the teacher is the basis for choosing curriculum content or learning experiences.

when the teaching of sewing is done by the recipe method in which most of the major decisions are made by the teacher.



when frequent revision of plans is not a part of the teacher's concern.

when learning opportunities provided for students are not intellectual as well as practical.

when students have little opportunity to solve problems real to them and similar to those facing young adults and young homemakers.

when investigative learning is not provided for all students.

when home economics courses continue to attract few of the top students in the school.

when what home economics teachers tell parents and the community is little else than "showin' our sewin'."

When these conditions exist, singly or in combination, the professional component is missing in the educational endeavor.

The great debate on sewing in the Home Economics secondary curriculum has consumed precious curriculum development time of teachers, alarmed clothing professors at the college level, and generally settled nothing. I believe we need to be less concerned about whether we should or should not include construction in the high school curriculum than about the question: What is the appropriate content of a curriculum that will be most useful in meeting present and future needs of today's learners? When teachers have clearly in mind the needs of their learners; have skill in curriculum planning so present and emerging needs are considered; are flexible and creative enough to cope with, anticipate, and initiate change; I believe that teachers will answer this question in a responsible and intelligent manner.

It may well be that there is no standard answer to the question, that teachers need to make this decision on the basis of all they know about their own learners, and that the decision may vary from year to year even with the same teacher in the same community.

I have great confidence in the professional competence of two groups of Home Economics teachers with whom I have worked--the new and recent graduates just beginning to accept the challenges of the profession, and the experienced teachers who are willing to be troubled and are continually seeking to pursue a standard of excellence. I sense a spirit of inquiry and an excitement in Home Economics teachers today! I believe that curriculum decisions are in the hands of capable professionals!

## CLOTHING CONSTRUCTION IN THE HIGH SCHOOL

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To sew or not to sew, how does one decide this question at the secondary level? Breaking the original question down into several related questions might help in arriving at some answers. Should clothing construction be required of all girls at the secondary level? Should clothing construction be required of all girls who take home economics in high school? Should sewing be taught for occupational use? Should consideration be given to teaching sewing for creative use of leisure time? Should clothing construction be taught at all at the secondary level?

One more question might help in clarifying the matter. On what basis does one decide whether or not to teach clothing construction at the secondary level? In attempting to answer this last question, let's divide the high school home economics program into two parts, one for homemaking and one for occupational use. In considering the occupational program if there is community demand and the student will have the opportunity to use the skills learned, then clothing construction should be taught for occupational use.

In considering the purpose of homemaking education at the secondary level, what does the high school girl, college or non-college bound, need to know about clothing in today's world? A rather obvious answer related to the role a girl or woman plays in family life is that the potential homemaker needs to know how to select, use and care for clothing for herself and her future family. These are the activities that she will be involved in with clothing all her life. Considering the part a woman plays in the social and psychological development of her children, she also needs to have an understanding of the part clothing plays in the life of an individual. Knowledge about what clothing means to her, how it can help or hinder her to accomplish her goals, how this kind of understanding will help her in selecting first her own clothes and then those of her family will be helpful. Knowledge of the aesthetic and health aspects of clothing is implied in speaking of selection of clothing.

Thus far I have indicated that social, psychological and economic information about clothing will be useful to a high school student. The economic information is consumer information. It is information that will have to be taught so that the student can adjust what she has learned as new information constantly becomes available. It is information about fabrics, how clothes are constructed, laundering and dry-cleaning. It is not information about making clothing although it is information about the characteristics of well-made clothes.

On the negative side, one answer I would give to the main question is that clothing construction should not be taught to all girls at the secondary level or in the secondary homemaking program. In order to function effectively as a homemaker, a woman does not need to know how to make clothes.

Another point to consider in trying to answer the main question lies in the interests, aptitudes and abilities of students. All girls do not want to make clothes, they have no interest, little aptitude or skill. These girls might well spend their time learning something of interest and value to themselves and their future families. Perhaps what is needed early in the high school program is a course in decision making. Then a girl might well decide that her time and talents are better used in other ways and that she will buy her clothes and those of her family. As a result she and her family will be happier. Too many high school (and college) girls have learned to hate to sew in a high school (or college) class.

Two other aspects of the question require consideration. One is that of sewing for creative use of leisure time. The other is that of the employed homemaker. Many women enjoy sewing, they get satisfaction from it and use it as a creative outlet. Men and women in our American society are having and will have greater amounts of leisure time at least during certain periods of their lives. On the other hand, more and more married women are in the labor force. We know that two-fifths of all women are working today. This percentage will no doubt increase. A young girl graduating from high school or college today can expect to work 25 years of her life. The employed homemaker may well not have time for sewing. On the other hand, she may get such satisfaction from sewing that she prefers to use at least some of her limited leisure time in this way.

In summary, I would say, yes, teach clothing construction at the secondary level. Teach for those who would use it occupationally, teach it for those who want it and those who will use it creatively. *Do not require clothing construction of all high school or homemaking students.*

One final plea in teaching clothing construction at any level. Be experimental, try new ideas, urge the students to try new ways. I know it is repetitive, but teach the basic concepts of clothing construction, not just the how. Stop being defensive about teaching sewing, be creative and imaginative. For years we have refused to let girls take their sewing home. Now a teacher in the state of Washington has required her high school girls to do a certain amount at home each night. This was done in an attempt to shorten the amount of time spent sewing in class and still teach the girls some clothing construction. Both the girls and their mothers liked this idea.

What new ideas do you have?

## THE PURPLE TOGA

Come, mend my purple toga;  
 It is tattered at the end of this long day.  
 I need your comfort and warm words.

Yes, it's very pretty,  
 The dress you're making.  
 You sew well, Dear.

But, my toga needs mending;  
 Can't the dress wait?

I feel defeated. It was a bad day.  
 No, the talk didn't go well.  
 At my age you realize  
 That you haven't achieved all you wanted -  
 I mean

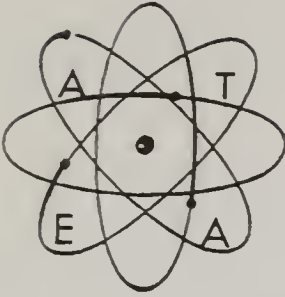
ALL THAT YOU WANTED  
 For your family,  
 For yourself.

I need your comfort -  
 I need -  
 The dress can't wait?

I guess I'll walk the dog to the corner.



## AMERICAN TECHNICAL EDUCATION ASSOCIATION



- - SHOULD YOU BELONG?

Dr. Ruth E. Midjaas, Trustee  
American Technical Education

Crucial shortages exist in technical occupations in areas of the country where there are also high levels of unemployment. Several key technical occupations in which severe occupational shortages exist require knowledges and skills which are usually considered part of home economics subjects.

A technician may be defined as a para-professional who has an understanding of the technological principles and techniques used by the professional but who still retains some of the manipulative abilities of the skilled worker. A few occupations requiring home economics knowledges and skills which could be classified according to this definition as technical include dietetic aide, food technician, medical technician, dental technician, dental assistant, and licensed practical nursing. Clearly for some, the major preparation would be in the area of home economics; for others, home economics would provide a minor portion of the preparation. Home economics also has a contribution to make to other technical occupations particularly in helping individuals become more employable.

Home economics educators are needed as members of ATEA to provide leadership in the changing world of technical education and to identify additional technical occupations for which home economics can make a contribution. Technical education needs home economics specialists to teach knowledges and skills required for certain technical occupations.

Are you interested in occupations requiring home economics knowledges and skills, in communicating and exchanging ideas with educators in other areas of vocational and technical education, and/or in post-high school education? If your answer to any part of this question is "yes," may I suggest that you give serious consideration to affiliating with one of the fastest growing areas of public education by becoming a member of ATEA.

ATEA is affiliated with AVA. Members of ATEA receive the Technical Education Newsletter, copies of speeches concerning technical education, and other related printed materials as they become available. Plans for a technical education journal are presently under consideration.



## ATEA Membership Form

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Executive Secretary  
22 Oakwood Place  
Delmar, New York 12054

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ATEA Membership Form

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Supplement No. 1  
to  
The Employment Aspect of Home Economics Education,  
A Selective Bibliography with Annotations



by  
Ron Goodman  
Assistant  
Vocational-Technical  
Education

## SECTION I

### BASES FOR EMPLOYMENT EDUCATION IN HOME ECONOMICS

✓ "Adult Education: One of Our Greatest Challenges in Home Economics," Illinois Teacher of Home Economics. Vol. VII, No. 4, February 1964, University of Illinois, Home Economics Education.

This particular issue of the journal discusses all the ramifications of the adult education programs in Home Economics. Several of the sections are devoted to "case-work" situations wherein individuals seek out the Home Economics specialist for help. Other portions give consideration to the relationship of theoretical educational principles to the classroom situation. The information and discussion presented here should provide the reader with some insights into the general nature and requirements of this field, and its problems and possibilities.

"Adult Education: Preparation for Employment," Illinois Teacher of Home Economics. Vol. VIII, No. 5, 1965, University of Illinois, Home Economics Education.

This issue is a compendium of articles developed to answer questions concerning what is going on in adult education to prepare individuals for home economic-oriented occupations. The variety of articles gives the reader an idea of what some educators in this field believe to be the preparational needs. The occupations considered are: homemaker service, domestic service, child care aide, food service, nursing assistant, and clothing alterationist.

✓ Arnold, Walter M., "New Directions in Vocational Education," reprinted from the American Vocational Journal, October 1964.

Arnold provides the reader with an explanation of the purposes and goals of the Vocational Education Act of 1963 with regard to the various programs offered under the Act. The various specifics of the Act are discussed and analyzed. The article also discusses the reorganization of the Division of Vocational and Technical Education of the United States Office of Education.

Arnold, Walter M., "What the Vocational Education Act Implies for Local School Agencies," reprinted from Industrial Arts and Vocational Education, May 1965.

This article provides an analysis of how the programs of the Vocational Education Act of 1963 operate in conjunction with divergent state and local needs. Discussion revolves around the various degrees of flexibility, alternatives and procedures of the State with regard to the activities permitting the use of funds provided by the Act.

Arnstein, George E., "The Technological Context of Vocational Education," Vocational Education, The Sixty Fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 39-63.

Arnstein has provided the reader with a view of the impact of the constantly changing technology upon society and what the role of Vocational Education should and could be.

Ash, Wilda, "An Exploration in Employment Education in the Rural School," Illinois Teacher of Home Economics, Vol. VIII, No. 3, 1965, pp. 110-115.

This article discusses an exploratory program established for education for employment in home economics. The reader is presented with the purposes, the implementation and an evaluation of this program.

Astin, Alexander W. and Robert C. Nichols, "Life Goals and Vocational Choice," Journal of Applied Psychology. #48 (January, 1964), pp. 50-58.

This study has demonstrated that there exist significant differences in those goals for which people in different careers are striving. In this particular case, the individuals involved were starting their careers; their goals were not influenced greatly by the occupations themselves and thus many of the differences in goals between career groups existed prior to career choice. Those factors which were found to be most at work as determinants were: self-esteem, scholarship, personal comfort, prestige, altruism (wishing to be of service), artistic motivation (creativity) and science-technology.

Baker, Elizabeth Faulkner, Technology and Woman's Work, New York: Columbia University Press, 1964. 460 pp.

This publication is a statistical and historical analysis of the woman's role in the work force with regard to the factor of technology. The author describes the demand for women in the labor force, as well as the entire economy. She also describes those occupational areas where women's percentage of employment



has been increasing as well as the adjustment made by women and the economy to each other.

Barlow, Melvin L., "A Platform for Vocational Education in the Future," Vocational Education, the Sixty-Fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by The National Society for the Study of Education, 1965, pp. 280-291.

The reader is made aware, through Barlow's discussion of the technological advancement of the society, of the subtle implications and impact that this has made on the nature and purposes of vocational education and the problems which have arisen as a result. This essay should prove stimulating to those concerned with the expansion and improvement of vocational education.

Barlow, Melvin L., "The Challenge to Vocational Education," Vocational Education, The Sixty-Fourth Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 1-18.

Barlow presents the reader with a rationale for and purposes of Vocational Education. The discussions center around the various challenges to Vocational Education programs of the multitude of social, economic and political forces of this nation with specific regard to labor force mobility and expansion, worker obsolescence and technological change, and manpower forecasting.

Barlow, Melvin L., Editor, Vocational Education, The Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press, distributors; Published by the National Society for the Study of Education, 5835 Kimbark Ave., Illinois 60637, 1965, 301 pp.

This publication contains a series of articles which are concerned with the place and function of Vocational Education in contemporary society. This yearbook consists of thirteen articles by various individuals with different backgrounds of education and philosophical points of view. They are:

- I. "The Challenge to Vocational Education" by Melvin L. Barlow.
- II. "Social and Economic Trends" by Eli Ginsberg.
- III. "The Technological Context of Vocational Education" by George E. Arnstein.
- IV. "Vocational Education in the Curriculum of the Common School" by Laurence D. Haskew and Inez Wallace Tumlin.
- V. "Vocational Education in the Secondary School" by John Patrick Walsh and William Selden.

- VI. "Vocational and Educational Guidance" by Franklin J. Keller.
- VII. "Vocational Education Beyond the High School" by J. Chester Swanson and Ernest G. Kramer.
- VIII. "Impact of Federal Legislation and Policies Upon Vocational Education" by Mayor D. Mobley and Melvin L. Barlow.
- IX. "Local, Regional, and State Policies and Policy-Making" by Herbert M. Hamlin.
- X. "Rationale for Organizing, Administering and Financing Vocational Education" by William McLure.
- XI. "Responsibilities of Non-Public Agencies for Conducting Vocational Education" by Claude W. Fawcett.
- XII. "Research in Vocational Education" by George L. Brandon and Rupert N. Evans.
- XIII. "A Platform for Vocational Education in the Future" by Melvin L. Barlow.

✱ Bentley, Alma, "Fact Finding for Program Planning in Training for Occupations Related to Home Economics," Illinois Teacher of Home Economics, 1964-65, Vol. VIII, No. 6, pp. 323-333.

Bentley discusses the methodology for gathering information to be used in planning wage-earning programs in home economics. She describes questionnaires used in South Carolina with regard to the types of pupils and teachers who will be involved, the occupational requirements of the community, and an evaluation of those who have used their home economics training.

Brandon, George L., and Evans, Rupert N., "Research in Vocational Education," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 263-279.

This article provides the reader with background and information of a general nature about research in Vocational Education. Discussion concerns the types of research going on in the area, programs for evaluating and planning the research, the need for further development and recruitment of research personnel, the sources of support for various research projects, and the results of several projects. For the individual who is keenly interested in this aspect of vocational education, this article will be highly rewarding.

Buntin, Ann, Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations--Report of Training Program, July 1-August 31, 1965, Lubbock, Texas, Texas Technical College, 1965. 32 pp.

According to the Training Program Report, "The major objective of the workshop was to provide an opportunity for home economists responsible for administrative or consultive services in vocational education programs to develop the knowledge and understanding needed to expand further the vocational home economics program to include preparation for occupational competency in jobs using home economics knowledge and skills." Contained in the report are brief statements of special consultants concerning the objective. The reader will find a valuable bibliography on the subject matter in the appendices.

Burgener, V. E., "An Agenda for Vocational Education," Illinois Education 52 (May 1964), pp. 391-393.

Burgener is chief of research and statistics of the Vocational and Technical Education Division for the Illinois Board of Vocational Education and Rehabilitation, the Office of the Superintendent of Public Instruction. The article discusses three primary objectives which he believes Vocational Education must meet with regard to the training needs of an expanding labor force in which the proportion of younger people is constantly increasing. These objectives concern the establishment and/or improvement of training programs in (1) the area of sales, services and distribution, (2) highly-skilled technical areas and (3) courses in low-level semi-skilled areas.

Champoux, Ellen M., "Emphasis on Wage Earning in Home Economics Classes in Kansas," Illinois Teacher of Home Economics, 1964-1965, Vol. VIII, No. 4, pp. 187-203.

This report describes programs of the "pilot-study" variety. Each of these programs was developed to meet the specifications of various localities and the duration of such programs are contingent upon the specific needs. The article contains evaluation and summary sheets, weekly log tables, and observation charts which may readily serve as guides for making one's own. A list of reference sources is also provided at the end.

Chase, Edward T., "Learning to be Unemployable," Harper's Magazine (226), April 1963, pp. 33-40.

In this article, Chase blames the Vocational Education programs as they are conducted in many high schools for not being realistic to the future industrial needs of the United States. He claims that unless these programs stop training young people for jobs and occupations through the teaching of obsolete skills, a great unemployment problem will face this country even though job vacancies will exist in great numbers.

Conant, James B., Slums and Suburbs, New York: McGraw-Hill Book Co., 1961. 147 pp.

Conant has prepared this study as a commentary on present day (1961) conditions of schools in metropolitan areas. In these pages, based on personal experience and observation, is provided a picture of contrasts in the American educational experience with regard to socio-economic levels of existence. The main thesis of the work is that the school authorities ought to be given the responsibility for helping out-of-school youth, as well as those now in school, between the ages of 16 and 21 both to further their education and gainful employment goals.

Continuation Center for Adult Education, Eldorado Township High School, Saline County Public School System, Eldorado, Illinois, 62930, 1966. 25 pp.

This brochure contains information concerning adult education programs for recipients of public aid. The program consists mainly of academic preparation courses, although it is contingent upon a broadly felt need for vocational training. This booklet could well prove to be a stimulus for the initiation or modification of similar projects.

✧ Coordinating Council of AHEA-AVA-DHE/NEA, Contemporary Issues in Home Economics: A Conference Report (University of Illinois, May 9-13, 1965), Washington: National Education Association, 1201 Sixteenth Street, N.W., 20036, 1965. 129 pp. \$1.00. Stock Number 261-08390.

Papers from the national conference held at the University of Illinois May 9-13, 1965, are reproduced in this publication. Issues examined fell into four basic areas: (1) Providing for education for homemaking and for employment as a part of home economics programs at secondary, post high school, and adult levels. (2) Relationships among the cognitive, affective, and psychomotor objectives of the home economics program. (3) Kinds of teachers needed for emerging programs in home economics at high school, post high school, and adult levels. (4) Facilities needed for emerging programs in home economics at high school and post high school levels.

Cornelius, Ethelwyne and Snyder, Jean, "Pilot Program in Preparation for Employment in the Home Economics Program - Ithaca, New York," Illinois Teacher of Home Economics, 1964-1965, Vol. VIII, No. 4, pp. 204-222.

Consideration is given here to a program of employment oriented courses. The authors present information about the setting up of the program. They give a full description of an actual program



as an aid to teachers and coordinators at the beginning stages of planning employment education programs.

✓ Definitions of Terms Used in Vocational, Technical, and Practical Arts Education, American Vocational Association, Inc., 1510 H. Street, N.W., Washington, D.C.

As described in the foreword to the pamphlet, "this booklet of definitions has been prepared...to help resolve the confusion which exists in the use of certain terminology in vocational, technical, and practical arts education. It is hoped that this publication will make a significant contribution in furthering the adoption of acceptable definitions throughout the states."

✓ Department of Labour of Canada, Women's Bureau, Vocational and Technical Training for Girls in Canada, Ottawa: Queen's Printer and Controller of Stationery, 1965. 96 pp. \$.75 (catalogue no. L38-1665).

Although the information contained within this publication is derived from the Canadian experience, the types of information concerning the education and vocational training of women for the future is relevant for the United States as well. Section III, which considers courses for the vocational and technical training of girls, is especially applicable since it gives complete description of the skills according to occupation.

Evans, Luther H. and Arnstein, George E., Editors, Automation and The Challenge to Education, A Symposium sponsored by the Project on Educational Implications of Automation, National Education Association, Washington, 1962. 190 pp. \$4.00.

The purpose of this symposium, which brought together leading academicians, industrialists, union researchers, and government officials, was to make recommendations about the educational impact of technological advancement and automation. The various topics under discussion concerned the advantages and disadvantages of automation, the role of education in the economy, technology and unemployment, importance of continued learning, transfer of knowledge, range of education programs, meaning of educational programs in industry, and many other relevant topics. The main advantage of this symposium is that it provides excellent background material for the individual interested in the future trends of automation and the educational implications involved.

✓ Evans, Helen J., "Developing the Vocational Aspect of Home Economics," Illinois Teacher of Home Economics, Vol. VIII, No. 1, 1965, pp. 13-17.



Evans' article is based upon a speech which she presented in 1964 at the annual Illinois Vocational Homemaking Teachers Conference. She gave consideration to the implications for Home Economics of the ever increasing role of women in the expanding job market. Several suggestions were presented on establishing advisory committees and supervised cooperative education programs.

Fawcett, Claude W., "Responsibilities of Nonpublic Agencies for Conducting Vocational Education," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 244-262.

With extreme clarity, Fawcett takes a stand against those who, for short-term economic reasons, feel that all or most of Vocational Education can largely be abandoned by the public sector and left totally or partially in the nonpublic sector. Fawcett does not consider such a proposition to be valid since that would demand that many organizations would have to operate above and beyond their own institutional goals. At present, the nonpublic areas are incapable of providing a comprehensive program to meet the overall requirements of the nation. The article provides a picture of what the nonpublic institutions have been able to provide in a marginal manner. The major problem, as far as Fawcett is concerned, centers around the allocation of resources for sufficient implementation and expansion of programs wherever necessary.

Ginzberg, Eli, "Social and Economic Trends," Vocational Education, the Sixty-fourth Yearbook of the Society for the Study of Education, Chicago: University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 19-38.

In this essay, Ginzberg discusses those conditions and aspects of the needs of various sectors of the population and how an expanded and intensive program of Vocational Education can help. He argues, however, that the construction of such programs will be of no avail to anyone unless a closer liaison can be achieved among the several concerned sectors of society.

Hamlin, Herbert M., "Local, Regional, and State Policies and Policy-Making," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago, The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 203-221.

Hamlin stresses the need for a critical review of the various policies regarding education in general, and vocational education in particular. He sees a need to examine the area in order to

find out which policies are overlapping, which are incapable of being implemented at this time, and which are incongruous with the needs on the local, state, and national level. Discussion is also provided with regard to the general nature of policy-making and the type and kind of questions asked in the policy-making process. The value of this article lies mainly in rendering to the reader an idea of what to look for when one is engaged in the initiation and implementation of policy.

Haskeu, Laurence D. and Tumlin, Inez Wallace, "Vocational Education in the Curriculum of the Common School," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 64-87.

The authors are concerned in this chapter with the task of analyzing the place of vocational education in terms of its curricula with regard to what is called "common education" (elementary and secondary education). More specifically the authors are trying to "lay down propositions upon which elementary schools...can rest their plans for vocational education tomorrow" (p. 65).

The issues under discussion involve: (1) Discreteness - where vocational education is viewed as being discrete from general education and then deciding how much vocational education should be allowed. The authors find this to be fallacious as an educational ideal. They argue for an integrated approach. (2) Emphasis - the degree to which vocational education is needed regardless of a discrete or integrated approach. (3) Institutionalized structure - the degree to which vocational education has become institutionalized without making allowance for flexibility. (4) Objectives and content - the deciding on purpose and components of vocational education programs. (5) Occupational selection - the need for a constant and continuing re-evaluation and re-examination of the occupational setting.

The authors finally present several propositions and their implications which point to an emerging rationale of the place and nature of vocational education in the educational process of the common school.

Home Economics Education Syllabus, The University of the State of New York, the State Education Department Bureau of Home Economics Education, Albany, 1964. 224 pp.

Written with a high degree of clarity and in outline form, this text attempts to provide the basics for developing home economics programs with the aim of aiding youth and adults in weighing values

and being aware of various decisions in all the aspects of home and family living. This syllabus is divided into four parts: (1) Foundations of the Home Economics Program; (2) The Teaching - Learning Environment; (3) Courses of Study Grades 7-12; and (4) Programs for Elementary and Adults.

Keller, Franklin J., "Vocational and Educational Guidance," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 135-167.

This article deals with what has been and is taking place in the area of Vocational and Educational Guidance. The reader is made aware of Keller's deep feeling with respect to the guidance aspect of vocational education which arises from his firm belief that vocational education is a never ending process. It thus follows that guidance here must be continuously stressed. Following a detailed and lengthy description of the guidance process in the school setting, the author discusses the need, practicality and feasibility of long-range perspectives of guidance counseling.

Lawson, Dorothy S., "Education for Homemaking and for Employment," Contemporary Issues in Home Economics: A Conference Report, Washington: National Education Association, 1201 Sixteenth Street, N.W., 20036, 1965. 129 pp. \$1.00 (pp. 33-43).

Lawson discusses five subissues related to occupational education at the secondary level including relationships and differences in courses planned for employment preparation and those planned for homemaking; effectively building occupational programs on basic homemaking courses; the need for finding ways to teach home economics for homemaking that will carry over to occupational preparation; the importance of personal qualities, as well as job skills, for success on the job; and the necessity for coordinating some types of home economics employment preparation with other phases of vocational education or related disciplines. Differences in the homemaking and employment aspects of home economics are charted and New York State plan for employment preparation in home-related skills in local school districts and area vocational programs is outlined.

Lewis, Adele, From Kitchen to Career, Indianapolis: Bobbs-Merrill Co., 1965. 204 pp.

This is the result of an attempt to describe in as broad and as comprehensive a manner as possible the various efforts which are being made to provide older women with guidance on the subject of careers. People, in general, and older women in particular, need



to know what types of occupations are open to them with regard to their abilities and skills, what they can expect in terms of conditions of employment, whether or not they will need further training of some sort and what kind of job market exists if they are seeking employment. This text seeks to investigate these for the older woman. It argues that each one ought to do some degree of introspection with regard to one's productiveness and usefulness and then follow some of the guides presented here. Provided within are several governmental and other reference sources where information may be obtained.

McLure, William P., "Rationale for Organizing, Administering, and Financing Vocational Education," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 222-243.

Writing one of the more analytical articles on this subject, McLure has given the reader description and insight into this problem area. Highly critical of an implied assumption by too many that because financial support comes from local communities there exists the expectation that such investments in training will remain in the particular locality, McLure argues for a more realistic approach by stressing the need to reduce the strong influence of provincialism which exists in many programs. He feels that in the long run it is better to train people according to their own needs and abilities with regard to overall manpower trends rather than emphasizing particular community demands in the local programs. Suggestions are also made in regard to policy and coordination of funds at the local, state, and federal levels.

Meade, Edward J., Jr. and Feldman, Marvin J., "Vocational Education: Its Place and Its Process," The Journal of Human Resources, Education Manpower, and Welfare Policies, Vol. 1, No. 1, Summer 1966, pp. 70-74.

In this article, the authors present not only the *raison d'être* for Vocational Education programs, but also several comprehensive propositions about integrating and inter-relating vocational education programs into the "regular" program of the secondary school system with regard to the value to be obtained by the students from such processes.

Mobley, Mayor D. and Barlow, Melvin L., "Impact of Federal Legislation and Policies upon Vocational Education," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 186-202.

With the increasing trend throughout the United States to expand vocational education programs as a result of the need for more individuals with specialized training and skills, the need for increased financing has risen concomitantly. This article presents a review and description of the various laws and revenue bills, both federal and state, which concern vocational education programs. The authors present what they believe the results of such legislation to be as well as what they feel future trends will be. With the various needs of the labor market due to technological change and with the ever present manpower increase in this nation, this article can provide those interested in vocational education with an understanding of the problems of this area.

Schnell, Dorothy M., "Home Economics Defined for Vocational Education," California Education, II (May, 1965), pp. 23-24 t.

Distinctions are made between training for the job of homemaker and training for gainful employment for the purpose of initiating courses of instruction in home economics education to prepare others for gainful employment.

Schools and the World of Work, California Teachers Association, October 1964, Vol. 60, No. 4, pp. 4-24.

The C.T.A. Journal's theme for this issue concerns "schools and the world of work." The topics presented here involve such problems as school dropout, adult education, the school's function in relation to providing for development of skills for occupations, and the issue of whether the educational trends in the future will be primarily devoted to specialized or generalized instruction in the educational development of the nation's youth. The reader will find this issue of interest, especially in regard to the changing nature of occupations and skills in the job market.

Simpson, Elizabeth J., Present Status of Research and Training Programs Related to Employment in Home Economics, unpublished paper, University of Illinois, Division of Home Economics Education, 1966. 16 pp.

The paper consists of a review of the various research and training programs, recently undertaken, which are of interest to those concerned with the occupationally-oriented program in home economics education. Simpson discusses briefly the salient points of several research projects which have been completed and makes reference to some programs and projects still in their early stages.

Simpson, Elizabeth Jane, "Projections in Home Economics Education," American Vocational Journal, November 1965.



Simpson suggests that "roles of women" in the area of commonality is the "core" for organizing the home economics curriculum to provide for preparation in three major areas of the home economics program at the secondary level: (1) education for homemaking and family life; (2) education for employment in occupations utilizing home economics knowledges and skills, and (3) pre-professional education. The author poses questions to provide guidance for selection of program content and suggests areas of content for each of the three dimensions. Special education for womanhood common to each area would provide opportunity for girls to develop an understanding of their many possible roles such as homemaker, mother, professional worker, skilled service worker and single woman.

Simpson, Elizabeth Jane, The Classification of Educational Objectives, Psychomotor Domain, Vocational and Technical Education Grant, Contract No. OE-85-104, Vocational Education Act of 1963, Section 4 (c), July 1, 1965-May 31, 1966 (reprinted in Illinois Teacher of Home Economics, X, 4).

Since it was felt that a major component of educational objectives was lacking, the author engaged in intensive research with the aim of establishing a classification system for educational objectives concerning the psychomotor domain. This task appeared necessary because many occupations require a high degree of skill and ability and it was believed that such a classification system will prove useful with regard to the development and assessment of the curriculum in all areas where psychomotor development is a concern. The author considers the system at best tentative at this stage; but like any other system, the test of time will determine its validity. Chapter IV presents the actual schema and raises questions about it.

Simpson, Elizabeth Jane, "The Present Challenge in Curriculum Development in Home Economics," Illinois Teacher of Home Economics, 1965-1966, Vol. IX, No. 1, pp. 1-21.

In this article, Simpson argues for the need for the revision of the Home Economics curriculum at the secondary, post-high school level, and adult levels of education. The reasons presented for this position involve the various social and economic conditions of a changing society and their impact upon individuals, homes, schools and universities, labor force, and the community.

Simpson, Elizabeth, "The Vocational Purposes of Home Economics Education - With Focus on Education for Employment," Illinois Teacher of Home Economics, Vol. VIII, No. 2, 1964, pp. 87-93.

This article, presented by Simpson, originated as a speech at the Illinois Vocational Homemaking Teachers Conference in 1964. This article discusses the several purposes of home economics education

as she views them. The main emphasis is brought to bear on the purpose of preparing individuals for employment in the home economics field or some related aspect of it. Simpson presents at length five specific reasons as to why education for employment should be part of the home economics program.

Stoval, Ruth and Brown, Carolyn, "Visual Aids for the New Dimension in Home Economics," Illinois Teacher of Home Economics, 1964-1965, Vol. VIII, No. 6, pp. 358-370.

In this article, the authors discuss the purposes and various uses which can be made of the several types of visual aids in the wage-earning aspect of home economics. Included are films, slides, charts, flip-charts, bulletin boards, flash cards, magnetic cards, three dimensional models, mobiles, cartoons, and other devices with which to provide occupational information.

Swanson, J. Chester and Kramer, Ernest G., "Vocational Education Beyond the High School," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 168-185.

With the ever expanding and increasing technocracy, the demands of the work force are such that the need for more knowledge and skill have grown considerably. Because of this, the authors of this article argue the need for improvement and expansions in the post-high school preparatory Vocational Education programs, both in the junior colleges as well as in the technical schools and on-the-job training programs. Although no specific recommendations are provided, the authors do give an extensive analysis to the concept of vocational education beyond the high school level.

The Journal of Human Resources - Education, Manpower and Welfare Policies, Madison: The University of Wisconsin Press, Journals Department, P.O. Box 1379, Wisconsin 53701, 1966. \$6.00 a year for individuals, \$2.00 for single copies, \$8.00 a year for Institutions and Libraries.

This Journal, published four times a year under the auspices of the Industrial Relations Institute, The Center for Studies in Vocational and Technical, and The Institute for Research on Poverty at the University of Wisconsin, contains articles emphasizing the role of education and training in enhancing productive skills, employment opportunities, and income with regard to the various manpower, educational, health, and welfare policies of this nation. With the rapid expansion of research and policy formulation into this area, an interdisciplinary meeting ground for "divergent methodological approaches to a common set of problems" is welcomed.

United States Department of Health, Education and Welfare, Education and Training, The Bridge Between Man and His Work, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1965. 61 pp. \$.45.

Since 1946 when the United States Government committed itself to a full employment policy, various laws and acts have been passed with the intent of eradicating unemployment. In 1962 the Manpower Training and Development Act was enacted by Congress. This report presents an account of the responsibilities and actions of the Department of Health, Education and Welfare over the two and one half years since the law was passed. The report discusses the program's operations and the problems of the unemployed with regard to the needs of a growing economy, the quality of the educational attainment of the work force, and the constant increase in the nation's population. Chapter V contains a discussion of an evaluative nature and a section concerning the ever increasing need for interpretation of vocational education.

United States Department of Health, Education and Welfare, Office of Education, Education for a Changing World of Work, Appendix I: Technical Training in the United States, Washington: Superintendent of Documents, United States Government Printing Office, 20402. 170 pp. \$1.25.

For those who are interested in occupations of a technical nature at the semi-professional level, this report will be of service. It discusses the various technical occupations, the programs for training workers for such positions, and the shortages by classification in these occupations. Recommendations for meeting the various needs in several of the areas are given.

United States Department of Health, Education and Welfare, Office of Education, Vocational and Technical Education, A Review of the Activities in Federally Aided Programs, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1964. 68 pp. \$.40.

This report is a review of the various state-federal aid programs in vocational education for the 1963 fiscal year. It is valuable in providing an idea of the trends of the roles of local, state and federal support of vocational education programs. The appendices contain information from various state reports; summaries of area vocational school program development, state-by-state; and statistical tables concerning enrollments and expenditures.

Vocational and Technical Education in Illinois, Tomorrow's Challenge, Bureau of Educational Research, College of Education, University of Illinois, Urbana, 1960, for the Office of the Superintendent of Public Instruction, State of Illinois, Springfield, Illinois. 163 pp.



The occupational dislocations in the labor force has far-reaching implications for the educational system of this country. The purpose of this study was to make an examination of the vocational education programs in and beyond the high school, since the concern here is not only with the nation's youth but with its adult population as well. This publication describes types of curricula exemplifying various technical education programs and discusses projections of a ten-year educational development program with emphasis on the manpower needs of Illinois. Although this report describes the Illinois experience, the ramifications and considerations are valid for other areas of the United States.

Walsh, John Patrick and Seldon, William, "Vocational Education in the Secondary School," Vocational Education, the Sixty-fourth Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, distributors; Published by the National Society for the Study of Education, 1965, pp. 88-134.

The authors of this article have taken as their goal an analytical review of the program-planning aspect of vocational education and a brief description of those occupations to which the Vocational Education course are geared. Careful consideration is given to the need for constant adjustment and reappraisal so that vocational education curricula meet the requirements of the manpower demands of the economy.

White, T. M., "Johnny Wants a Job," The Clearing House, Vol. 38, No. 5, January, 1964, pp. 264-267.

White, a high school teacher in Kent, Ohio, believes that many of the schools in the nation have lost their perspective in terms of their obligations to the student. The result, as he sees it, is that students are being shortchanged in the educational process. White's main assertion is that the school has a responsibility to help pupils become employable.

Whitmarsh, Ruth, "Attitudes of Beginning Home Economics Education Students Toward an Employment Emphasis in High School Home Economics," Illinois Teacher of Home Economics, Winter 1965-1966, Vol. IX, Bonus Issue, pp. 1-11.

The purpose of this study was to determine attitudes of beginning home economics education students concerning the employment emphasis in high school home economics; to find out whether or not the techniques used for developing favorable attitudes in a beginning education course were effective, and to ascertain whether previous employment was related to attitude-scale scores. In the words of the author, "It is hoped that the information gained from this

study will be of value in developing guidelines for the teacher education curriculum which will prepare high school home economics teachers who are competent to teach or supervise in work-study employment programs."

Whitmarsh, Ruth, "Attitudes of Vocational Home Economics Teachers Toward the Employment Aspect of High School Home Economics," Illinois Vocational Progress, September, 1965, #1, pp. 22-26.

The purpose of this study was to ascertain whether or not the conference of the 1964 Illinois Vocational Homemaking Teachers Association had a significant effect upon the participants with regard to attitudes toward the employment aspect of home economics education; to determine if rural and urban differentials existed; and whether or not the factors of age, years of teaching experience, and marital status were related to the attitudes. The results indicated that the conference had a positive effect on the participants' attitudes. The factors of age and years of experience appeared to have some relationship but not of a statistically significant nature. If nothing else, this study can give one an idea of what some of the prevailing feelings are of vocational home economics teachers with respect to the employment aspect of home economics education.

Whitmarsh, Ruth E., "Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level," Illinois Teacher of Home Economics, Vol. VII, No. 6, 1964, pp. 59-68.

This study attempted to discover what the opinions and interests of city supervisors were regarding the concept of emphasizing employment education in Home Economics Education courses; how such emphasis could be implemented; and what programs are actually in existence which do emphasize the employment aspect of home economics. The results of the study seem to indicate a growing trend of interest and concern for this problem.



## SECTION II

### EMPLOYMENT SITUATION

American Hotel Association Educational Institute, Supervisory Housekeeping, American Hotel Association Educational Institute, Kellogg Center, East Lansing, Michigan. 6 pp.

For those who are interested in hotel employment and operations, this pamphlet briefly considers one specific facet of the industry. It provides an application blank for use if more information is desired, as well as addresses for further contact.

American Hotel and Motel Association, Educational Institute Catalogue 1964-1965, American Hotel Association Educational Institute, Kellogg Center, East Lansing, Michigan.

The American Hotel and Motel Association, in order to conduct the industry's own Educational Program to prepare individuals for employment in this area as managers and assistant managers, established an Educational Institute. This publication contains descriptive information about the Educational Institute, the various programs of study offered, course descriptions, various conference courses, and addresses where additional information may be obtained.

American Hotel and Motel Association, "Will Hotel-Motel Work Be Your Career?" American Hotel Association Educational Institute, Kellogg Center, East Lansing, Michigan.

This small pamphlet briefly describes the various types of positions which one may hold in this field. For those who are interested in work of this nature, the pamphlet provides the names and addresses of those organizations from which further information may be obtained concerning career opportunities.

Are You Preparing for Your Future, California State Board of Education, Office of the Orange County Superintendent of Schools.

This small booklet with illustrations was apparently prepared with the first year high school student in mind. The intent of the publication is to create student interest in thinking about occupational and educational futures.

Blood, Robert O., Jr., "Long-range Causes and Consequences of the Employment of Married Women," Journal of Marriage and the Family, 27 (February, 1965), pp. 43-47.

Following the end of the second World War, there has been a steady increase in the employment of married women. Typically, women in the labor force have been employed in jobs requiring less skill than those held by men. With the constantly increasing technological advancement in industry, women as a group have been affected more than men. Automation has been a key factor in the higher unemployment rates for women than for men. The implication of this, as the author sees it, is that women in general, and the married woman in particular, will have to choose between a career dependent upon many years of education or not working at all. The author also discusses the effects of the married woman with a highly skilled occupation upon the family unit.

Careers Research Monographs, Careers in Household Appliance Retailing, The Institute for Research, Research No. 255, 1958, 18 pp.

For those individuals who have a strong interest or even an inclination for entering into a retailing career, this publication will serve as an important source of information with regard to household appliances. The manual not only describes various retail sales outlets and household appliance stores, but also provides information on distribution, the various types of positions, and even description of some of the possibilities for an individual with a Home Economics background. Sections referring to the kind of Education, training, and personal qualifications are provided as well as a section devoted to the problem of "how to get started."

Chase, Edward T., "The Job-Finding Machine, How to Crank It Up," Harper's Magazine (July 1964), pp. 31-36.

Chase presents a descriptive and critical picture of the United States Employment Service (U.S.E.S.). He explains about the bureaucratic structure, the problems which it has in gathering information, and those who are extremely hostile to this Federal agency. He also discusses the inadequacies of the service and compares its operation with that of the Swedish Employment Service. The concluding remarks of this article express what is being done to correct the situation and what further changes are desirable.

Council on Hotel, Restaurant and Institutional Education and Directory of Hotel and Restaurant Schools, Council on Hotel, Restaurant, and Institutional Education, Ithaca, New York: Statler Hall, 1965. 24 pp. \$.25.

These two publications (under one cover) describe the purposes and

activities of the Council on Hotel, Restaurant, and Institutional Education. The Directory, besides giving addresses from which additional information may be obtained, provides a list of more than 420 Hotel Institutions for over eighty states, provinces, and countries.

Council on Hotel, Restaurant and Institutional Education, Scholarships in Hotel and Restaurant Schools, Ithaca, N.Y.: Statler Hall, 1964. 12 pp. \$.25 per copy.

Scholarships listed here are sources of aid that are open exclusively for young men and women of limited means who wish to prepare for a career in mass housing and feeding.

Gainfully Employed Women and the Home, The Woman's Foundation, A Consultant's Report, 10 East Fortieth Street, New York City, New York, August 1945. 15 pp.

Although this publication is more than twenty years old, the consideration of the various tangents of challenging opportunities for growth and development is still important today for the employed woman and her home. In a broad way, this pamphlet discusses many of the problems which face the homemaker who also is a part of the employed labor force. The discussion presented here is divided into the three component parts in which the homemaker operates: the home, the community and the job.

"Help! The Servant Problem," Time, September 21, 1962.

This article in the "Modern Living" section of Time Magazine discusses the sudden increase in demand for domestic help which arose spectacularly around 1962. As a result of an increase in the number of working wives in the society, increase in the number of affluent families, the decrease of Negroes entering into this occupational category and the decrease in the status which was once ascribed to a domestic, an increased demand for servants who are qualified has arisen.

International Labour Conference, Forty-eighth Session 1964, Report VI(1), Women Workers in a Changing World, Geneva: International Labour Office, 1963. 133 pp.

The series of reports and discussions presented at this conference gives full attention to the problems of women employees with regard to the changes which have taken place in their status in society and in economic participation in the world. The various sections in Part II, Employment of Women with Family Responsibilities, should

prove most valuable to those interested in the employment aspect of Home Economics. Even though the conference contains information of an international nature, the principles and ideas can be accommodated to the American scene.

Lundberg, Donald E., Management of People in Hotels, Restaurants, and Clubs, Dubuque, Iowa: William C. Brown Co., 1964. 231 pp.

This book is concerned with people who manage other people, specifically in the restaurant and hotel industry. For those who are interested in a career in this field, the reading of this publication is a must. It provides historical and philosophical background of this industry; it will readily serve as a guideline for those actively engaged. It describes and explains the various techniques and procedures in the day-to-day operation of restaurants and hotels.

Miller, Jeanne, "Don't Forget the Girls," American Vocational Journal, May 1960, Vol. 35, No. 5, pp. 9-11.

Miller is confronting a highly emotional problem--that of the place of women in a business-oriented technological society. She states that business and educational institutions are not tapping the vast reservoir of women who could be trained for skilled occupations and entry into the labor force. Also, the question of why women are not trained to any great extent to fill managerial positions in industry is raised.

National Council on Hotel and Restaurant Education, Directory of Schools and Colleges Offering Courses for the Training of Managers, Supervisors and Workers in Hotels, Restaurants and Institutions, Washington: 1336 Wyatt Building, 777 Fourteenth Street, N.W., 1961. 36 pp. \$.25.

Schools and colleges are listed by state. Vocational and technical schools and high schools offering commercial food, restaurant, and hotel courses are included.

Opportunity and A Future in the Dry Cleaning Industry, National Institute of Drycleaning, Silver Spring, Maryland. 15 pp. \$.15.

The National Institute of Dry Cleaning has prepared this booklet with the specific purpose of providing information on every aspect of employment in the dry cleaning industry in terms of job requirements and training needs.

"Personal Business: Domestic Help," Business Week, June 30, 1962.



This brief article on domestic help suggests that the jack-of-all-trades type is quickly disappearing and that increasing specialization is becoming more prevalent. The article also presents salary ranges in this occupation--but these are 1962 levels. Information on the various agencies that handle such personnel is also presented.

Sensor, Bob, "Should Wives Work?," Notre Dame, Indiana: Arie Maria Press, 1956, Fourth Printing, 1962. 32 pp. \$.10.

This pamphlet takes a negative view toward the idea of married women holding either part- or full-time jobs. The author has selected viewpoints from several individuals in the fields of sociology and theology to support his own position. The pamphlet has value in that it suggests that people make careful analyses of the situation, both economically and emotionally, in determining whether the wife should seek employment outside the home.

Silberman, Charles E., "The Real News About Automation," Fortune Magazine, 71 (January, 1965), pp. 124-127, 220-228.

This is the first of a series of articles in Fortune Magazine entitled "Technology and the Labor Market." This particular article argues that whatever the causes of unemployment might be, automation is not a major one. The author indicates that automation has made substantially less headway in the United States, and has had far less impact on employment than the alarmist literature on the subject suggests. Whether or not a substantial change in the structure of the labor force will take place, remains to be seen. Nevertheless, a trend seems to exist in terms of increasing demand for labor in the various service industries.

Silberman, Charles E., "The Comeback of the Blue Collar Worker," Fortune Magazine, 71 (February 1965), pp. 153-154, 210-216.

This selection constitutes Part II of a series entitled "Technology and the Labor Market." This article concerns itself with the problems of today's blue collar worker with regard to the changing structure of the labor force due to increasing technological innovations and demands for skilled workers. The major question to which Mr. Silberman addresses himself is whether or not displacement of semi-skilled and unskilled blue-collar workers, due to technological change, is occurring at a substantially faster rate than in the past. He concludes that it is not increasing. There also exists an indication that employment in the various service industries is on a continuing and substantial increase.

Smith, Georgina M., The Changing Woman Worker: A Study of the Female Labor Force in New Jersey and in the Nation from 1940-1958, Bulletin No. 7,



1958, Institute of Management and Labor Relations, Rutgers-The State University, pp. 23.

Due to the special demands of this nation during the second World War, the proportion of women engaged in the labor force greatly increased and has been increasing since then. Although the information contained in this report is limited mainly to New Jersey and to only an eighteen-year period, the data provide for interesting speculation concerning the trends and changes in the female composition of the labor force. For general background information and an understanding of the problems peculiar to women workers in the labor market, this publication should prove valuable.

Spiegler, Charles and Hamburger, Martin, If You're Not Going to College, Chicago: Science Research Associates, Inc., 259 East Erie Street, 60611, 1959. 80 pp. \$1.90. Catalog No. 5-1253.

This publication was written with the aim of aiding the student to consider and plan his future. The Chapters concern such topics as:

1. Where Do You Go from Here?
2. Getting to Know Yourself
3. Occupational Training:
  - a. Semiprofessional
  - b. Choosing a Vocational Training School
4. Special Training
  - a. On the Job Training
5. Opportunities in the Armed Forces
6. Getting a Job and Education for a Living

This workbook also provides the student with activity sheets and checklist which he may fill out.

Standard Brands Incorporated, How to Employ People.

This booklet is provided as a supplement and review to a 90-minute audio-visual course "How to Employ People" which is part of the "Tested Management Techniques" program of the food service industry. The booklet is prepared as a brief guide for the various phases of employee selection, i.e., recruitment, screening, interviewing, etc. The idea of the booklet is to provide a better understanding of employment selection techniques with regard to the specific wants and problems of this industry. Accompanying this booklet is a standard application form outline which may aid a particular employer, employee prospect, or home economics student interested in this occupation with the types of information and requirements generally desired by prospective employers.

Standard Brands Incorporated, How to Train.

This brochure has the intent of providing job instructors with a

tool to help improve the skills of instruction. The brochure contains the various standard "how to" lists of instruction in a step-by-step format. The brochure also contains several work analysis sheets for the student.

"Tomorrow's Jobs--Where the Best Will Be," Changing Times, V. 20, No. 2 (February 1966), pp. 7-11.

The 1966-67 Occupational Outlook Handbook, the 862-page publication of the U.S. Department of Labor, is summarized. Forecasts predict that opportunity will expand fastest for those with the most training and education. However, the number of jobs for the unskilled and semiskilled may not decrease, and many worthwhile and high paying careers will open in fast-growing industries to high school graduates with post high school vocational training.

Service occupations will expand almost as fast as professional-technical-managerial jobs. The need for practical nurses, attendants and aides will remain acute. Expanding food services will create a demand for more waiters, waitresses, cooks, and counter and fountain workers. Opportunities for household workers will increase, too.

United States Department of Agriculture, Agriculture Research Service, Job-Related Expenditures and Management Practices of Gainfully Employed Wives in Four Georgia Cities, Home Economics Research Report No. 15, 1962, Washington: Superintendent of Documents, United States Government Printing Office, 20402. 40 pp. \$.25.

This study provides information about more than 350 married women, under 55 years of age, in a household of not more than six members and whose husbands were employed full time during the time this study was undertaken. This study attempted to answer those questions raised by the changes in the patterns of family life as a result of the increase in the employment of married women. Specifically, the study was designed to investigate what proportion of a wife's earnings go for employment-related expenses, and how certain management practices of gainfully employed wives may differ from those of the nonemployed.

United States Department of Health, Education and Welfare, Office of Education, Education and Training, Passport to Opportunity, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1966. 92 pp. \$.55.

This publication is the fourth annual report of the Department of Health, Education, and Welfare to the Congress on Training Activities under the Manpower Development and Training Act of 1965. It contains a dissemination of information concerning the Manpower Act of 1965,

the Manpower Program, the areas, materials, techniques and individuals involved. Section VI--The Recruitment and Training of Teachers for Manpower Training--should prove to be of vital interest to those in vocational education.

United States Department of Health, Education and Welfare, Office of Education, Guide to Organized Occupational Curriculums in Higher Education, Catalog No.: FS 5.254:54012-62, Washington: Superintendent of Documents, U.S. Government Printing Office, 20402, 1965. 108 pp. \$.60.

This guide contains information about the number of graduates and undergraduates enrolled in occupationally-oriented curriculums at institutions of higher education. Pages 99-101 offers information of this type concerning Home Economics curriculums. For occupations relating to Home Economics, reference will have to be made to other headings in the index. The value of this information centers around the fact that some idea can be reached about the number of people entering the field with a competent educational background. From this, one can construct information about the possibilities of filling occupational openings and needs for this field.

United States Department of Health, Education and Welfare, Office of Education, Manpower Development and Training Program, Suggested Guides for a Training Program, Washington: Reprinted at United States Government Printing Office, 1964. Prepared and first published by McGraw-Hill, Inc., Information and Training Services Division, New York, 1964.

The publication is a compendium of suggested training programs which grew out of a series of conferences by Home Economics educators under the auspices of the Professional Services Section of the Manpower Development and Training Program. The conferees selected nine service occupations for which they prepared suggested training materials. This report represents that effort. The nine occupations are:

1. Child Day-care Center Worker
2. Clothing Maintenance Specialist
3. Visiting Homemaker
4. Homemaker's Assistant
5. Management Aid in Low-Rent Public Housing
6. Hotel and Motel House Keeping Aids
7. Supervised Food Service Worker
8. Family Dinner Service Specialist
9. Companion to an Elderly Person

United States Department of Health, Education and Welfare, Social Security Administration, Planning for the Later Years, Washington: Superintendent of Documents, United States Government Printing Office, 20402. 49 pp. \$.35.

The material in this pamphlet concerns those problems and aspects of the careers of many employees with regard to those decisions which will have far-reaching effects on their retirement years.

The topics considered in this pamphlet are: Aging in American Life, Health Maintenance, Nutrition, Psychological Changes and Emotional Adjustment, Housing and Living Arrangements, Planning Retirement Income, Increasing Your Retirement Income, The Civil Service Retirement System, Legal Problems, and Use of Leisure Time.

United States Department of Labor, Manpower Report of the President, March 1966, Washington: Superintendent of Documents, United States Government Printing Office, 20402. 229 pp. \$1.50 (paper cover).

This is the annual manpower report submitted to the Congress of the United States by the President and the Secretary of Labor. It contains the demographic information concerning manpower requirements, resources, utilization and training. Also given are projections of employment with regard to occupational trends and needs. Section 3, The Manpower Outlook, and Section 6, Young Workers, is especially relevant.

United States Department of Labor, Bureau of Apprenticeship and Training, An Employer's Guide to On-the-Job Training Under the Manpower Development and Training Act, Washington: Superintendent of Documents, U.S. Government Printing Office, 1965. 18 pp., 0-761-929.

A brief outline describes eligibility and lists the steps required to get federal assistance for training under the Manpower Development and Training Act for training in your establishment. Answers to questions commonly asked and a directory of field and regional offices are included.

United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 1966-67 Edition, Washington: Superintendent of Documents, United States Government Printing Office, 20402. 862 pp. \$5.00.

This latest edition, prepared by the Labor Department's Bureau of Labor Statistics, evaluates the impact on employment opportunities of recent economic developments and automation and technology in over 700 occupations. The publication presents information on the nature of the occupations, where located, training and educational qualifications needed, working conditions, employment opportunities, and wage rates and income.

United States Department of Labor, Bureau of Labor Statistics, Occupational



Outlook Report Series. (Reprints from the 1963-64 Occupational Outlook Handbook.) Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1963-64.

Choosing a Career--The Economic Framework, Bulletin No. 1375A. Price 15 cents. This reprint discusses the population and the people who work, the kinds of jobs there will be, the outlook for occupational change, and implications of the outlook for education and training.

Employment Outlook in the Apparel Industry, Bulletin No. 1375-88. 10¢

Employment Outlook for Home Economists and Dietitians, Bulletin No. 1375-18. 10¢

Employment Outlook for Interior Designers and Decorators, Bulletin No. 1375-30. 5¢

Employment Outlook for Registered Professional Nurses and Licensed Practical Nurses, Bulletin No. 1375-27. 10¢

Reprints dealing with various occupations discuss the following information for each occupation: nature of work; place of employment; training, other qualifications and advancement; employment outlook; earnings and working conditions; and where to go for more information.

Other reprints were listed previously:

Employment Outlook in Restaurant Occupations, Bulletin No. 1375-107.

Employment Outlook in Hotel Occupations, Bulletin No. 1375-97.

Employment Outlook in Baking Industry, Bulletin No. 1375-90.

Employment Outlook for Salesmen: Retail Stores, Wholesale Trade, Manufacturing, Bulletin No. 1375-54.

United States Department of Labor, Manpower Administration, Office of Manpower, Automation and Training, Formal Occupational Training of Adult Workers, Its Extent, Nature, and Use, Manpower Automation Research Monograph No. 2, December 1964. 48 pp.

Ever since increasing technological innovations have created demands for workers with more education and skills, the development of manpower resources has become a central concern. This particular monograph reports the results of a nationwide survey of worker's preparation for jobs which was conducted by the Department of Labor. The reader will find in this publication results of training programs for two groups of workers: those with less and those with more than three years of college according to the extent, nature and



use of formal job training. This report also presents recommendations with regard to formal educational training.

United States Department of Labor, Manpower Administration, Office of Manpower, Automation, and Training, Young Workers: Their Special Training Needs, Bulletin No. 3, May 1963. 19 pp.

The unprecedented number of young people who are expected to enter the labor force during the 1960-1970 decade will present a formidable challenge to the manpower resources of this nation. This bulletin reviews the various needs and present state of the training programs for this sector of the population. These are the young men and women 14-19 years of age who will be entering the labor force with a high school education or less. The contents are divided into four major areas: the Problem, Young Persons with Special Training Needs, Training of Noncollege Youth, and Conclusions.

United States Department of Labor, Manpower Administration, Office of Manpower Policy, Evaluation and Research, Training in Service Occupations Under the Manpower Development and Training Act, Bulletin No. 9, March 1966. 12 pp.

Training for service occupations has been an important part of the activities of the Manpower Development and Training Act since jobs in service occupations have quite often offered opportunities to those workers who are most vulnerable to unemployment. The purpose of this publication is to provide a review of employment trends and the status of the training for service occupations by the MDTA. Included in the report are statistical data concerning the employment experience of those having completed the MDTA courses. The results have so far indicated that the training has enabled many unemployed to return to employment at higher pay rates than they could command previously.

United States Department of Labor, Women's Bureau, Future Jobs for High School Girls, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1966. 67 pp. \$.30.

In 1959, the Women's Bureau of the Department of Labor published a report on various occupations for girls with high school degrees. This publication represents an extended and revised edition of the original. The reader will find this pamphlet of value since it provides comprehensive coverage of information on job opportunities, training programs, loans, and scholarships.

United States Department of Labor, Women's Bureau, Job Horizons for College Women in the 1960's, Bulletin 288, Washington: Superintendent of

Documents, United States Government Printing Office, 20402, 1964. 78 pp. \$.30.

The major purpose of this publication concerns a gathering of data about various professions and occupations some of which are directly related to Home Economics. This bulletin should prove useful as a reference source, especially with regard to the section entitled "Practical Considerations" which provides information concerning the employment market, work activity, earnings, and sources of employment.

United States Department of Labor, Women's Bureau, Negro Women in the Population and in the Labor Force, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 34 pp.

This publication provides the latest available statistics concerning the Negro women in the population and in the labor force in comparison with the total number of women and total number of men in the population and in the labor force. It also provides statistical information on child care arrangements, occupations, unemployment, educational attainment, wage and salary income and minimum wage coverage. A careful reading of this publication will provide insights into the economic and social problems which beset this segment of the population.

United States Department of Labor, Women's Bureau, Bulletin No. 290, The 1965 Handbook on Women Workers, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1966. 321 pp. \$1.00.

This handbook on women workers gathers a wide range of information concerning the participation and the characteristics of women in the labor force, the types of occupations they hold, the patterns and trends of employment, the degree of educational attainment, the amount of training, income, and wage rates, the various laws dealing with their political status and employment practices. This handbook is divided into five parts: Part I - Women in the Labor Force, Part II - Laws Governing Women's Employment and Status, Part III - Commissions on the Status of Women, Part IV - Organizations of Interest to Women, Part V - Bibliography on American Women Workers.

United States Department of Labor, Women's Bureau, Women Workers in 1960, Geographic Differences, Bulletin 284, Washington: Superintendent of Documents, United States Government Printing Office, 1962. 17 pp. \$.15.

The statistics in this bulletin concern women in the labor force 14 years of age and older. The information given covers the range of years between 1950 and 1960 and is broken down on a state by

state basis. The several categories derived from the statistics include the number of women in the total labor force, the earnings and income levels, changes in women's occupations, rise in age of women workers, the increase in the number of wives in the labor force, the percentage of women in the labor force as against those who are not.

Wells, Marian Barth, "Untouched by Human Hands: Automation in Vocational Education for Girls," The American Teacher Magazine, 49 (October 1964). 10 pp.

This article by a vocational high school teacher in Ohio discusses some of the changes in curriculum as a result of technological innovations and new and different business demands for new skills in various occupations. The main inference of this article is that teachers of home economics ought to be cognizant of the ever changing structure of those occupations related to home economics and thus be engaged in training for those positions which are in the blueprint stage.

Wenck, Dorothy, The Employed Homemaker, University of California Agricultural Extension Service in Orange County, 1964.

This brief publication deals with some of the facts, problems and ideas about the role of the married women in the labor force. The publication does not take a predetermined position on the topic but only presents some of the questions that others have raised with respect to the homemaker's employment.

## SECTION III

### EDUCATION FOR SERVICE OCCUPATIONS RELATED TO HOME ECONOMICS

#### A. Care of Sick and Ageing (Cooperative Health Occupations--Home Economics)

"Achieve Good Results in State Educational Programs to Help Nursing Homes Rehabilitate Older Patients," Geriatric Focus, Vol. 3, No. 5, April, 1964, pp. 2-4.

This article discusses the need for a more stringent program for rehabilitating older patients as a result of a lack of financial support and supply of trained personnel.

Information is presented regarding the types of specialized training which nurses need to work in this area.

American Journal of Nursing, Cumulative Index to Volumes 61-65, January 1961 through December, 1965, The American Journal of Nursing Company, 10 Columbus Circle, New York City, N.Y. 10019, 147 pp. \$4.85.

The American Journal of Nursing is the official publication of the American Nurses' Association. This cumulative index contains the list of all articles published in the American Journal of Nursing for the five-year period 1961-1965. The articles are listed by author as well as by subject matter. Approximately thirty articles with their citations are presented with regard to the area of employment.

Griffith, John R., Taking the Hospital to the Patient, Home Care for the Small Community, Battle Creek, Michigan: W. K. Kellogg Foundation, October, 1966, 55 pp.

One of several "experience brochures" published by the Kellogg Foundation in an effort to expand the concept of the hospital in the community, this publication discusses financing, organization, and benefits of home care services. The team approach in care of the aged is considered basic.

Hanlon, John J., Principles of Public Health Administration, 3rd edition, 1960, C. B. Mosby Company, p. 714.

In any advanced industrialized society the mode of living for the vast majority of people does not and, in fact, cannot remain static. Consequently, the various types of health services, both public and private, provided to a community must constantly be amended to meet the changing patterns of community life. This text provides an



extremely comprehensive portrait of what is taking place in the realm of public health. With regard to the occupational aspect, there are several chapters concerning duties, functions, degrees of training, types of occupations, and types of agencies in the area of public health.

Schwartz, Doris, Henley, Barbara, and Zeitz, Leonard, The Elderly Ambulatory Patient: Nursing and Psychological Needs, New York: The Macmillan Company, 1964, 356 pp.

Needs of the elderly as established by research are presented in this book which is oriented toward the public health nurse and the social worker. A nursing interview guide and social service questionnaire used for gathering data are included in the appendix.

State of Illinois, Board of Vocational Education, Know Your Graduate Licensed Practical Nurse, Series B - Bulletin No. 184, November, 1962, 24 pp.

This booklet was prepared to provide information on what may be expected with regard to capabilities, potentialities and levels of performance from new graduates of an accredited school of practical nursing in the State of Illinois.

U.S. Department of Health, Education, and Welfare, Public Health Service, Employees in Nursing and Personal Care Homes: Number, Work Experience, Special Training and Wages, United States May-June, 1964, National Center for Health Statistics, Series 12, No. 6, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, \$.30, 36 pp.

This publication contains data from the National Health Survey on the number and types of employees in nursing, personal care homes, and hospitals. The employees are described with regard to their work experience, the specialized training undertaken for the ill and/or aged, the wages paid for the standard 40-hour week, and the length of current employment. Each section is provided with highly detailed statistical tables and graphs on the various factors under discussion.

U.S. Department of Health, Education, and Welfare, Public Health Service, Employees in Nursing and Personal Care Homes, United States, May-June 1964, National Center for Health Statistics, Series 12, No. 5, Washington: Superintendent of Documents, U.S. Government Printing Office, \$.30, 34 pp.

This particular publication contains information of a demographic nature. Description is given of employees in various nursing and personal care homes according to such features as job categories, hours



worked per week by the type of service provided in the institutional setting, ratio of residents to the staff, age and sex of employees, and designation of the employees according to a full or part-time job schedule.

U.S. Department of Health, Education, and Welfare, Public Health Service, Health Resources Statistics, No. 1509, Washington: Superintendent of Documents, 1965, \$1.25, 182 pp.

Current statistics concerning over thirty-five different fields of health occupations are clearly presented in tabular form. Duties and qualifications of workers are explained, and educational and occupational opportunities are investigated.

#### B. Child Care Services

Brewster, B. M., "Extending the Range of Child Welfare Services," Children, Vol. 12, No. 4, July-August, 1965, pp. 145-150.

In this article, Brewster describes a pilot project called the Home Service Unit which concerns family counseling, family day care services, protective services, and homemaker services. The author points to the need, with regard to the homemaker service, for a larger number of adequately trained personnel with a background in home economics.

Brieland, Donald, "A Resource," Illinois Education, Vol. 52, May 1964, p. 388.

Brieland, Director of the Illinois Department of Children and Family Services (1964), discusses the structure and operation of his department throughout the State of Illinois. The main aspect of this service concerns the provision of services to children living in their own homes with regard to protective services, day care, homemaker services, and family counseling. This article is an excellent source of descriptive information.

Hunt, M. O., "Progress and Issues in Child Welfare Services," Children, Vol. 12, No. 2, March-April, 1965, pp. 55-61.

Although in 1962, the U.S. Congress passed the Public Welfare amendment to the Social Security Act in order to implement and improve the various child welfare services, the author of this article points out that although great progress has been made in this area, more attention still must be paid to this specific problem. Hunt delineates several points where improvements are still needed.

Riehl, C. Luise, Family Nursing and Child Care, Peoria, Illinois: Chas. A. Bennett Co., Inc., 1966, 384 pp.

Practical aspects of home nursing care are offered in this text for prospective homemakers, nurse's aids, and institutional workers. Topics of special interest in education for service occupations include: Diets for Special Conditions, Therapy, Diagnostic Aids, Comfort and Health, Skills, Treatment and Medications, Converting the Home for Illness, and Meeting Emergencies.

Schwartz, Alvin, A Parent's Guide to Children's Play and Recreation, New York: Crowell-Collier Publishing Company, 1963, 191 pp.

Many different activities enjoyed by children are explained in this paperback which is intended for parent reading although it offers practical suggestions for anyone working with children. Content appears to be based on sound theory of child development. The author discusses reading to children, creative play materials, and records and games which are appealing to children.

State of Illinois, the Department of Children and Family Services, Division of Child Welfare, Room 200, 528 S. 5th Street, Springfield, Illinois 62701.

This pamphlet presents a brief description of the various forms of services provided by the Division of Child Welfare. Such services as homemaker services, day care services, family counseling services and licensing services are mentioned as well as the addresses and locations of the regional and branch offices where one may write for further information.

United States Department of Health, Education, and Welfare, Social Security Administration, Children's Bureau, Survey Methods for Determining the Need for Services to Children of Working Mothers, Washington: Superintendent of Documents, U.S. Government Printing Office, 48 pp., \$.25.

This publication is concerned with data collection techniques, the establishing of criteria for measurement, the comparability of samples utilized in the study, and the making of projections and estimations with regard to the topic being considered.

Whitmarsh, Ruth E. (now Midjaas), An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care, Cooperative Research Project No. OE 6-85-082, University of Illinois, Urbana, Illinois, 1965, 14 pp. No longer available.

The major purpose of this exploratory study was to determine the knowledges needed by mothers and workers in those selected occupations related to child care, i.e., day care worker, foster mother, day care center director, and child care assistant, and the extent to which these are common and unique.

Yarrow, M., P. Scott, L. deLeeuw, and Cheinig, "Childrearing in Families of Working and Non-working Mothers," Sociometry, 25, 1962, pp. 122-140.

Fifty working and fifty non-working mothers from intact, white, economically stable middle, upper-middle and upper working class families with a wage earner present and from one to four children, were interviewed. It was found that working and non-working mothers of similar social and family circumstances are much alike in their philosophy, practices, and apparent relationships with children. Data collected supported the hypothesis that the mother's fulfillment or frustrations in non-mother roles are related to child rearing. The non-working mother had more difficulty in the area of control, had less emotional satisfaction with children, and had less confidence of her adequacy in mothering. Those who preferred what they were doing showed little differences. The working high school trained mothers, as compared with non-working high school trained mothers, showed firmer control over their children and delegated the stricter disciplinary action to the father.

#### C. Clothing Services

"Drycleaning Jobs 5 - 57," Career Brief B-22R Careers, 1963, Largo, Florida, 7 pp., \$.25.

Contained in this booklet is an extensive description of drycleaning jobs in terms of: history, duties, work conditions, training requirements and opportunities, personal requirements, advancement prospects, hours, wage rates, and advantages. For those interested in obtaining the vital information on this occupation, this bulletin will be of great value.

Jarnow, J. A. and Judelle, B., Inside the Fashion Business, New York: John Wiley & Sons, Inc., 1965, 276 pp., \$6.95.

The material, with which this text is concerned, focuses upon the retailing and merchandising aspects of the women's apparel industry. For those who are interested in a career in this field, information on production, design, costs, and consumer behavior are provided.

Scales, Murle, "The Art of Pressing," Special Circular, Fargo, North Dakota: Cooperative Extension Service, North Dakota State University, March, 1963.

Illustrations show pressing equipment, 14 points to good pressing, pressing during construction, pressing the finished garment, pressing other fabrics and a sewing center with pressing unit.

Starck, Helen, "Implications for the Education of Fabric Sales Clerks," Illinois Teacher of Home Economics, Vol. VIII, No. 3, pp. 147-151.

A study was conducted by Miss Starck to investigate whether or not fabric sales clerks, who are rated successfully by their employers, have more knowledge than those considered less successful and whether or not those clerks who have had home economics courses have more knowledge of fabrics than those having no home economics courses. A major value of this effort evolves around the fact that it can be used as a spring board for more investigations of this nature.

Textile Tips, Detroit, Michigan: Training Department, J. L. Hudson Co.

This booklet has been written to give the salesperson ready information about: the major natural fibers, the families of synthetic fibers, new developments in construction, polyurethane foams, and the Textile Fiber Products Identification Act. Generic names, trademark names, advantages, limitations and care for natural and synthetic fibers, yarns and foams are included.

#### D. Food Services

American Dietetic Association, Your Future as a Dietitian, New York: Richard Rosen Press, Inc., 1964, 160 pp., \$2.95

The authors of the text discuss and describe, for those interested in becoming dietitians, the various areas of dietetics: personal qualifications needed, academic background, salaries, etc. However, for those interested in hospital, therapeutic and out-patient clinic dietetics, information concerning salary scales and average number of hours of work per week is not presented.

American Hospital Association, New Edition-Hospital Food Service Manual, Chicago, 840 N. Lake Shore Drive, 60611, 1963, \$6.00, 306 pp.

The major purpose of this text is to make the work of the dietary department of a hospital (or other institutional setting) easier and more effective and efficient with regards to the management, production, supervision and services involved. For those interested in institutional dietetics or food service, this volume provides insight into the demands of a well-organized and well-equipped kitchen as can readily be seen by the scope of the contents.

Casbergue, J. P., "Computors are Changing Methods of Management in Food Service," Food Executive, Vol. 69, No. 1, January-February, 1966, pp. 12-14.



This article briefly discusses the impact which computer technology has had upon the food service industry with regard to management techniques. The underlying implication in all of this is that those who are interested in a career in this area will be required to familiarize themselves with the technological improvements.

Fults, Anna Carol, Workshop for the Preparation of Home Economics Teachers to Teach Wage Earning Programs in Food Service, Carbondale: Southern Illinois University, Department of Home Economics Education, 1965, 280 pp.

The purpose of this publication is to aid in the establishment of programs about home economics related occupations for students in high schools. The material prepares the students with applied skills for future employment in the occupational area under consideration. The sections in Part I concern the steps involved in organizing a wage earning program. The sections in Part II involve lessons regarding principles about particular foods and techniques utilized in the Food Service Industry.

"How You Can Help Solve the Skills Crises in the Kitchen," Midwest Restaurant News, 53, July, 1965, pp. 7-10 t.

A question and answer interview with Ed Martin, Chicago and Illinois Restaurant Association educational services director describes CIRA on-the-job training program for training cooks and upgrading present restaurant personnel established under the Manpower Development and Training Act. The apprentice program for cooks is a three-year program and restaurateurs are reimbursed for the time and materials required for training the apprentice.

Iowa State Department of Health, Nutrition Service, Sanitation of Food Service Establishments: A Guide for On-the-Job Training of Personnel, New York: Economics Laboratory Inc., 250 Park Avenue, 1962.

This guide, simply written and illustrated for an employee explains what is meant by sanitation, why it is important, what germs and bacteria are, how to keep bacteria from growing, cleaning schedules, facts about cleaning compounds, cleanliness and care of tools and supplies, personal cleanliness, keeping food clean and properly refrigerated, washing pots and pans and dishes properly, keeping equipment clean, keeping floors clear. Suggested references helpful for the food service supervisor or manager developing on-the-job training programs in sanitation are included.

Laschober, Joseph, "A Short Course in Kitchen Design," reprinted from Institutions Magazine, Chicago: Domestic Engineering Co., 1960, order from: Reprint Editor, Institutions Magazine, 1801 S. Prairie Avenue, Chicago 16, Illinois, 34 pp., \$1.50.



The article is designed primarily for those who are interested and have a background in Food Technology and Service Facilities. Mr. Laschober's writing, technical yet clear, guides the reader through the basic principles and the specifics which concern the kitchen and its equipment.

Mallory, Berenice, "Programs for Training Food Service Employees," American Dietetic Association, Vol. 48, May 1966, pp. 390-394.

This article describes and reviews the programs for training food service employees under the Manpower Development and Training Act 1962 and the Vocational Education Act (1963). The article answers questions concerning who may participate in such programs, the type of training offered, the institutions where such training takes place, and where further information may be obtained.

Martin, Ed, "Education and Training," Midwest Restaurant News, February 1965, Vol. 52, No. 2, pp. 8-9.

Mr. Martin discusses the purpose of the post of educational services director on the staff of the Chicago and Illinois Restaurant Association. The primary objective is to inform concerning the various developments in the field of education which directly concern the restaurant industry and to set forth proposals for discussion concerning what may be undertaken in the training of restaurant personnel.

Martin, Ed, "It's Back-to-School Time," Midwest Restaurant News, August 1965, Vol. 53, No. 2, p. 10.

Mr. Martin, who is the educational services director of the Chicago and Illinois Restaurant Association, describes several of the evening courses in and around Chicago concerning the retail food industry. The curriculum, with relevant questions, is presented with the hope of creating a desire to attend on the part of those who may be interested in learning about this field.

National Restaurant Association, Quantity Food Preparation--A Curriculum Guide - Suggested Outline for Secondary Schools, Chicago, 1530 North Lake Shore Drive, 1958.

This publication, designed as a teacher's manual to help implement Quantity Food Preparation--Guidelines for Establishing Training Programs in Schools was originally published by the U.S. Office of Education as Circular No. 526, currently out of print. The Curriculum Guide presents a skeleton plan for mapping out a training program in quantity food preparation primarily at the secondary school level.

Richardson, Treva M., "Sanitation for Food Service Workers," A series based on lectures by Dr. W. H. Haskell, reprinted from Institutions Magazine, Chicago: Medalist Publications Inc., 1959; order from: Reprint Editor, Institutions Magazine, 1801 S. Prairie Avenue, Chicago 16, Illinois, 40 pp., \$2.50.

Miss Richardson has taken a number of articles, notes, and lecture material by the late Dr. W. H. Haskell, and has assembled these in textbook form for a training course on personal hygiene and sanitary practices for individuals in the food service occupations. The bacteriological and biological terms and concepts which are relevant to the subject matter are translated into layman's language which makes the material quite understandable.

United States Department of Health, Education, and Welfare, Office of Education, Division of Vocational and Technical Education, Family Dinner Service Specialist, A Suggested Training Program, Washington: Superintendent of Documents, United States Government Printing Office 20402, 1964, 13 pp., \$.20.

This publication was the result of a series of work conferences held in 1963 by the Professional Services Section of the Manpower Development and Training Program which brought together leaders in home economics education who selected nine service occupations for which to prepare suggested training materials. This publication represents one of those nine. It is mainly a guide designed for instructors and it provides the resource material from which a local training program could be developed.

West, Bessie Brooks and Wood, Levelle, Food Service in Institutions, New York: John Wiley and Sons, Inc., 1966, 285 pp.

This is the most recent edition of the text which has received the highest recommendation by and for those interested in food service establishments. The text is divided into three sections: I - quantity food service, II - organization and administration, III - physical facilities. The aim of the text is to provide a comprehensive view of the field with the emphasis being on the basic principles of the food service industry. For both those who are thinking about entering this area, as well as those with years of experience, this text and reference book will provide a broad background of information.

Wilkinson, Jule, Ed., The Complete Book of Cooking Equipment, Chicago: Medalist Publications Inc., 1964, 72 pp.

This publication is a potpourri of information concerning how to purchase, install, operate, and maintain all types of cooking equipment. It also contains many recipes and useful tips from food service operators. It should make a very adequate reference book for those in food service occupations.

### E. Home Management

Booker, Jo Anne, "Pilot Program in Housekeeping Technology," Illinois Teacher of Home Economics, 1965-1966, Vol. IX, No. 1, pp. 22-31.

This article discusses and describes one program designed for preparing female students who are high school seniors for the dual role of home-maker-wage earner. The article is followed by an outline of the course and several evaluation record sheets.

Clayton, Nanalee, "Stay: Skilled Training Applied to Youth," What's New in Home Economics, 29:44-46, September, 1965.

STAY, a pre-vocational homemaking program in the Houston Independent School District, is a pilot study to be developed in three junior high schools where the number of potential drop-outs is high. The program planned for the first phase of STAY provides an opportunity to prepare for 20 or more types of jobs in laundry, dry cleaning, alterations, institutional and household maid service and food service. Units included in this phase are: exploring job opportunities, personal improvement, household services, cafeteria worker, short-order cook and caterer's helper.

Home Service Committee, Home Service, American Gas Association, Inc., 605 Third Avenue, New York 16, N.Y.

This brochure contains introductory information for those interested in home service employment with a local or national Gas Company. Brief descriptions are given with regard to personal qualifications, training, and experience; information about whom to contact for more detailed information is also given.

Home Service Committee, Hitch Your Wagon to a Star, American Gas Association, Residential Gas Section, 605 Third Avenue, New York, 10016, 1963, 11 pp., \$.10.

This booklet was prepared to emphasize the importance of gas company home service as both an occupation and a career. The publication describes the activities and qualifications needed for the Home Service Department. According to the forward of the pamphlet, "more than 1,700 home economists have chosen Home Service as a career." Addresses for those interested in further information are given.

The Home Economists Looks at Homemaker Service, American Home Economics Association, Homemaker Service Committee, Washington, 1963, 6 pp. Single copies free, additional copies are \$3.00 per 100.

This small brochure presents a brief description of Homemaker Service activities for those who may be interested in entering this field. It also provides addresses from where additional information may be obtained.

United States Department of Health, Education and Welfare, Office of Education, Division of Vocational and Technical Education, Training Guides for Home and Community Service Occupations, Washington: Superintendent of Documents, U.S. Government Printing Office, 20402, 1964, 20¢ each.

Management Aide in Low-Rent Public Housing Projects, OE - 87001. The Visiting Homemaker OE - 87002. Hotel and Motel Housekeeping Aide, OE - 87003. Supervised Food Service Worker, OE - 87004. Clothing Maintenance Specialist, OE - 87005. Companion to an Elderly Person, OE - 87006. Family Dinner Service Specialist, OE - 87007. The Homemaker's Assistant, OE - 87008. This series of guides provides resource material for developing a local training program for wage earning in service occupations based on home economics knowledge and skills.

United States Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, Homemaker Services, History and Bibliography, Washington: Superintendent of Documents, United States Government Printing Office, 20402, 1964, 116 pp., \$.40.

The major purpose of this bulletin has been to provide for a wealth of information with regard to the variety of services opened to a family and its community. This publication is an excellent manual and reference source. The bibliography section alone contains more than 90 pages of references and annotated materials, and should prove to be an excellent and comprehensive source of information.

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